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REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

WITH

APPENDIX.

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1864-65.

Presented to both Houses of Parliament by Command of Her Majesty.

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THE REPORT

OF

THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL,

For the Year 1864.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education, beg leave to submit to Your Majesty the following Report of our proceedings during the past year for the promotion of education among the labouring classes of Your Majesty's subjects in Great Britain.

During the year 1864, as compared with 1863, the number of schools, or of departments of schools under separate teachers, which were actually inspected, was increased by 588, and the number of children by 40,550. The number of certificated teachers was increased by 712. The number of new school-houses built was 92, comprising (besides class-rooms) 142 principal school-rooms and 66 dwellings for teachers; 44 other schools were enlarged, improved, or furnished afresh; accommodation was created for 20,561 children, exclusive of the schools improved or newly furnished, but not enlarged. Increase.

The inspectors visited 11,818 daily schools or departments of such schools under separate teachers. They found present in them 1,133,291 children; 10,193 certificated teachers; 608 assistant teachers; and 11,712 apprentices. Of the schools or departments 2,231 were for boys only; 2,008 for girls only; in 5,139 boys and girls were instructed together; 1,550 were confined to infants (children under seven years of age); and 890 to night scholars. Of the children, 633,810 were males, and 499,481 were females. Extent of inspection.

The inspectors also visited 39 separate training colleges, occupied by 2,739 students in preparation for the office of

schoolmaster or schoolmistress. In December last these students, and 1,757 other candidates, were simultaneously examined for the end of the first or second year of their training, or for admission, or for certificates as acting teachers.

The number of inspectors employed upon this duty was 62, and the number of inspectors' assistants 14.

England and Scotland.

In England and Wales the Revised Code was in operation during the whole of the year; in Scotland, only during five months of it, and only so far as regards the manner of inspecting and examining schools; payments in Scotland continued to be made according to the Code of 1860, pending inquiry into the state of education by a Royal Commission, which is not expected to report before the early part of 1866. The capitation grants (as they were called), introduced by the Minute of 2 April 1853, were never extended to Scotland; hence, the grants continuing to be made to elementary schools in that part of Great Britain are confined (as heretofore) to the augmentation of teachers' salaries and the stipends of apprentices.

Revised Code in Scotland.

The result of the first trial of the Revised Code in Scotland did not differ much from that in England. It showed a somewhat better average of *reading*, and one considerably worse of *writing* and *arithmetic*. As might have been anticipated (from the better social position of a considerable number of the scholars in Scotch elementary schools) the failure of the children above 10 years of age to be presented, and to pass, in the higher standards, was a little less marked than in England, though still such as we hope will not fail to attract the notice of the public and of the Royal Commissioners.

The number of children individually examined in Scotland under the Revised Code between 25th March and 31st August 1864, was 31,789 out of 48,171, the average number attending 521 schools, or 66 per cent. The ratio of failures was—

	In Scotland, 1864.	In England.	
		1862–3.	1863–4.
Reading - -	10·89 per 100	12·74 per 100	11·87 per 100
Writing - -	28·6 „	15·13 „	13·98 „
Arithmetic - -	33·4 „	23·48 „	23·69 „

Out of the number 31,789 examined, 12,973 were over 10 years of age, and were presented for examination as follows:—

Under Standard	Presented.		Failed.	
	Number.	Per Cent. of the whole Number.	Number.	Per Cent. of the whole Number.
I.	605	4·66	292	48·26
II.	2,113	16·29	875	41·41
III.	3.617	27·88	1,346	37·21
IV.	4,266	32·88	1,682	39·42
V.	1,859	14·33	515	27·75
VI.	513	3·96	133	25·92

The result may be thus stated:—The per-centage of children over 10 to those over 6 years of age was 40·80 upon the whole number examined; but the children who were both *above* 10 years of age, and who also were presented for examination *above* Standard III. were only 20·88 per cent., and who passed without failure only 13·55 per cent. of the whole number examined; *i.e.*, only one-third passed without failure under Standards IV–VI of those who, according to age, ought to have passed under Standard VI. The corresponding proportion in England (*Report*, 1863–4, p. xxi,) had been little more than one-fourth.

Example proving that old Code was not exact test of merit.

The testimony of the Scotch inspectors is uniformly favourable to the principle of the Revised Code. One of them (*Mr. Middleton*, p. 267 *infrà*) gives a remarkable illustration of the different working of the two Codes. Mr. Middleton has arranged 65 schools in order of merit, according to a numerical scale, which represents discipline and proficiency.

"This Table," he says, "does not measure the capacity of the teachers, their scholarship, or their incomes in the *Order of Merit*. It is not influenced by month of visit, locality of school, grade of certificate, or scale of fees. It marks no difference between highland school and lowland school, town school and country school, large school and little school. All orders and conditions of schools are sown over the Table apparently with the broad-cast hand of chance.

"But it measures, I believe pretty accurately, something that the public desire more to know, namely, in what comparative degree the schools are fulfilling their main mission, by training children to habits of order and honesty, and by giving them sound instruction in the essential elements of an English education.

"It is true that we in Scotland are, with reason, proud of higher branches in our common schools than the Revised Code reaches up to. Wherever time permitted, I tested these "Middle Class" branches by oral examination. I need not say on which foundation, the firm or the feeble, I found them strongest, or to which moiety of the Merit Table

I should direct an inquirer who wished to meet them in any considerable force.

"In the *Sum of Merit* column there is a graduated and remarkable range from the *maximum* 772 to the *minimum* 278. It is no less remarkable that these schools have hitherto, under the Old Code, received their 'annual grants' without the amount being affected by merit so various and so widely different, that the lowest schools do not present one-half of the merit of the highest."

In another part of his report Mr. Middleton remarks:—

"My experience of the financial working of the Code was but short. It extended from the 4th of May to the 13th of June, when authorized news arrived that the annual-grant operation of the Code was suspended. It embraced 28 schools, mostly rural, all in Perthshire. As far as my calculations extended, it seemed clear that the grant overhead in these schools would have been about ten shillings per child in average attendance during the year. This rate would probably have amounted in gross to not far from the total sum eventually paid under the Old Code. But the *distribution* of the money would have been different, and no doubt the feelings of these 28 teachers at the suspension of the Revised Code were very different."

Revised Code in England.

The number of *day scholars* individually examined *in England and Wales* under the Revised Code, in the year ending 31st August 1864, was 523,713 out of 794,387, the average number attending the schools visited, or 66 per cent. The number of *night scholars* individually examined, out of 25,981 attending, was 15,627, or 60·14 per cent.

The per-centage of failures was in—

Reading = 11·87 per cent.
Writing = 13·98 „
Arithmetic = 23·69 „

Out of the whole number 539,340 examined, 222,467 were over 10 years of age, and were presented for examination as follows:—

Under Standard	Day Scholars, Above 10 Years of Age, Presented. Number.	Day Scholars, Above 10 Years of Age, Presented. Per Cent. of the whole Number in each Standard.	Day Scholars, Above 10 Years of Age, Failed in one or other of the three Subjects. Number.	Day Scholars, Above 10 Years of Age, Failed in one or other of the three Subjects. Per Cent. of the whole Number.	Night Scholars, Above 10 Years of Age. Presented. Number.	Night Scholars, Above 10 Years of Age. Presented. Per Cent. of the whole Number.	Night Scholars, Above 10 Years of Age. Failed in one or other of the three Subjects. Number.	Night Scholars, Above 10 Years of Age. Failed in one or other of the three Subjects. Per Cent. of the whole Number in each Standard.
I.	14,910	7·21	4,311	28·91	4,476	28·64	1,940	43·34
II.	43,968	21·26	13,259	30·15	4,839	30·97	1,737	35·89
III.	64,149	31·01	20,429	31·84	3,820	24·45	1,294	33·87
IV.	67,717	32·74	21,327	31·49	2,102	13·45	673	32·02
V.	12,934	6·25	3,398	26·27	255	1·63	86	33·72
VI.	3,162	1·53	855	27·04	135	·86	46	34·07

The result *as to the day scholars* may be thus stated:—The per-centage of children over 10 to those over 6 years of age was 39·49 upon the whole number examined; but the children who were both *above* 10 years of age, and who also were presented for examination *above* Standard III, were only 16 per cent., and who passed without failure only 11·12 per cent. of the whole number examined. These last two per-centages are slight improvements over the corresponding ones in 1863, viz., 16 instead of 14·18 per cent. presented for examination; 11·12 instead of 10·09 passed without failure.

Number of certificated and pupil teachers.

The following table (made up *from the official registers* to 31*st December* 1864) shows the number of teachers actually serving in aided schools. Its numbers differ in some degree from those given at the beginning of the Report, which represent *actual inspection* for the year ending 31*st August* 1864, and are taken from inspectors' reports.

Number of	1863.			1864.		
	England and Wales.	Scotland.	Total.	England and Wales.	Scotland.	Total.
Certificated Teachers -	8,428	1,708	10,136	9,037	1,772	10,809
Assistant Teachers -	404	57	461	631	57	688
Pupil-teachers -	11,888	2,292	14,180	10,199	1,962	12,161

Increase or Decrease in the Number of	Increase.			Decrease.		
	England and Wales.	Scotland.	Total.	England and Wales.	Scotland.	Total.
Certificated Teachers -	609	64	673	—	—	—
Assistant Teachers -	227	No change.	227	—	No change.	—
Pupil-teachers -	—	—	—	1,689	330	2,019

Increase of certificated teachers; decrease of pupil-teachers.

The average number (945,055) of day-scholars attending the schools in which these teachers are serving allows one certificated teacher to every 93 children, beside one pupil or assistant teacher to every 77 children. The increase (673) in the number of certificated teachers employed in 1864 over the number employed in 1863 marks so many new schools, or departments of schools, brought into receipt of annual grants. The decrease in the number of pupil-teachers has already been explained by the fact that under the Code of 1860, "their number might be pushed to the

"maximum in each school without any increase of expense "to its local funds" (*Report* 1863–4, p. xvi); whereas, under the Revised Code, the managers are under no temptation to employ a greater number of pupil-teachers than enables them to satisfy the minimum ratio of teachers to scholars required by the Code, and to obtain the best grant they can for their scholars. A reduction in the number of pupil-teachers is not everywhere prejudicial. A pupil-teacher is a boy or girl generally between 13 and 18 years of age, and is not likely to be as competent, especially for the first two years of service, as a certificated teacher. If teachers of the latter kind could be multiplied in such numbers as to be the only teachers, the advantage to the children under instruction would be palpable. But this is impossible on account of cost, and so (inasmuch as one head teacher alone can no more conduct a large school than a colonel alone can command a regiment,) pupil-teachers were introduced as the best kind of under-teachers who could be afforded. Under the old system they might be apprenticed (wholly at the public expense) in any school with an average attendance of 40 scholars, and of course few such schools were without their pupil-teacher. But it is quite within the power of a skilful head teacher, by a judicious arrangement of the lessons (*Time Table*), to teach this number of children himself. A part of the children are kept at work over their slates or copy books, while he is engaged upon the oral lessons of the rest. In this way the whole school is brought into direct daily contact with his own mind, instead of being left (as was not unfrequently the lot of the junior classes) to the management of a child, under the name of a pupil-teacher. The Rev. H. Sandford (*infrà*, page 137) gives an illustration, in regard to religious instruction,—

"The religious knowledge of the lower classes is not so satisfactory as that of the upper; it is apt to be left too much in the hands of the younger teachers."

Elementary schools have no direct and immediate interest in the multiplication of pupil-teachers beyond the point at which the head teacher ceases to be able to multiply his own presence by good organization of his classes. The anxiety which the decrease in their number inspires in the minds of many able and zealous promoters of education springs from another cause, viz., the supply of future schoolmasters and schoolmistresses, and the means of filling the training colleges with candidates for that employment.

The question thus raised is far from simple. No adequate data exist for determining what number of trained teachers will ultimately be required. The degree in which schools of private adventure for the poor may be superseded by schools under trustees, the rate of vacancies per annum in the ranks of teachers, the maintenance of the teachers' certificate as a condition of public aid to schools, are all questions affecting the demand for trained teachers. In 1858 the Royal Commissioners estimated that upwards of half a million of children belonging to the poorer classes were educated by private teachers. Professor Moseley, in his report 1851–2, pp. 274–6, suggested, chiefly from Prussian data, that five per cent. might represent the annual vacancies in the ranks of teachers. His successor, the Rev. B. M. Cowie, in his report of this year (*infra*, p. 317) concludes that the rate of vacancies cannot at present be determined. It cannot, therefore, be stated absolutely what number of candidates for the office of teacher ought at this moment to be in training. No diminution of the future supply is involved in confining access to the training colleges with greater strictness to those who seriously intend to pursue the profession (Report, 1862–3, p. xiii). Nor is it a reason against making necessary changes in the mode of examining and aiding elementary schools, that the office of teacher no longer attracts the same or the same number of applicants. Such applicants are means to an end, and valuable only so far as they conform to it. The Rev. Mr. Mitchell, one of Your Majesty's Inspectors (*infra*, p. 112), gives the following account of the diminution of pupil-teachers:— Future supply of trained teachers.

"The loss of that prestige which attaches to employment in the Government service, and the security of Government salary, through which the Government obtains for every office better men for less money than private individuals, have all had their effect upon parents, and the office of pupil teacher is not in consequence so much sought as it used to be, and the candidates do not offer from so superior a class."

We think the fact, that such ideas could prevail respecting the service of pupil-teachers, is a sufficient proof that, even at the risk of some present diminution in the numbers of the class, the time had come for marking more emphatically than before that they stood in no relation of service to any one except their local employers, and that these 15,000 or 16,000 boys and girls were not so many government officers.

An analysis of the numbers which make up the total reduction in the number of apprentices and of students in Increasing ratio of female to male

candidates and teachers.

training colleges, shows that the reduction is affecting male more than female candidates. The number of male pupil-teachers was—

In 1862 = 7,963.
In 1863 = 7,043 less by 11·5 per 100.
In 1864 = 5,725 „ 18·7 „

The number of female pupil-teachers was—

In 1862 = 7,789.
In 1863 = 7,137 less by 8·3 per 100.
In 1864 = 6,436 „ 9·8 „

The number of male students in normal colleges was—

In 1863, England 1,167, Scotland 392.
In 1864, „ 1,056, „ 288.
In 1865, „ 860, „ 238.

The number of female students in normal colleges was—

In 1863, England 1,177, Scotland 373.
In 1864, „ 1,147, „ 248.
In 1865, „ 1,156, „ 228.

The reduction of students in Scotland may be dismissed from consideration. It is not denied that, in that part of the kingdom, the old system of grants concurring with the absence of all limit upon the number of students, such as is imposed in England by their residence within college, had multiplied them beyond all pretence of proportion to the demand for their services in schools of the poor. Confining attention, therefore, to England, it appears that while the number of male students was less in 1864 than in 1863 by 9·5 per cent., and in 1865 than in 1864 by 18·5 per cent., little variation has occurred in the number of female students, and indeed the number in 1865 is rather above that in 1864. The Rev. F. C. Cook, *infrà*, p. 356, reports :—

"The training colleges for schoolmistresses have remained in the same satisfactory condition which I have described in late reports. Last year I stated that no perceptible effects have been produced upon them by the changes introduced into the system of elementary education. They were then all full of Queen's scholars; they were all organized upon a complete and efficient system, varying in details but nearly uniform in principle; the demand for trained and certificated students, though not so far in excess of the supply as I had formerly to report, was sufficient to absorb the whole number which they sent forth; and the salaries which the mistresses received, though they may upon the whole fall somewhat short of the amount upon which they might formerly calculate, were certainly not unsatisfactory, being quite sufficient to maintain them with comfort and respectability in their station, and to enable them to provide for the contingencies of sickness and failing strength. I have no alteration to record."

Considering the early age at which the greater part of the children leave school, and the difficulty of raising funds in those parts of the country which admit only of small schools, the employment of female teachers in schools for boys and girls together cannot fail to be extensively adopted. The number of certificated masters serving in inspected schools, at the end of 1863, was 5,857, and at the end of 1864 was 6,130, the increase being 4·6 per cent. The number of certificated mistresses serving at the same dates was 4,279 and 4,679, the increase being 9·3 per cent.

Increase in number of schools where boys and girls are taught together.

The number of separate schools, for boys only, was 2,549 in 1863, and 2,231 in 1864; for girls only, 2,357 in 1863, and 2,008 in 1864; for infants only, 1,604 in 1863, and 1,550 in 1864; but the schools for boys and girls together had increased from 4,431 in 1863 to 5,139 in 1864, and the evening classes from 284 in 1863 to 890 in 1864. In all cases the infants, as far as possible, should be taught apart from the older children, and where the means exist of separating the latter into a department of boys under a master, and of girls under a mistress, and the numbers are sufficiently large, it is better to do so. We should regret, therefore, the retrograde tendency which these figures disclose if we thought it likely to be permanent. We believe it, however, to be only a passing effect of the change in the manner of payment under the Revised Code. Formerly a large part of each teacher's salary was paid directly by the Committee of Council. The managers now receive a gross sum in aid of their funds, and are left to make their own payments. The first effect of such a change is naturally in the direction of economy, and often to an unwise extent. But we have every confidence that, in proportion as the average of aid to be relied upon from our grants comes to be better understood, managers will not allow their schools to suffer in consequence of their own greater freedom, but will gradually restore their establishments to the old scale, wherever they have been injudiciously reduced. We should not willingly believe that the voluntary system, having within its reach something like the old rate of public subvention, could not be trusted to maintain so much of the old organization of schools as experience has justified, without all the old leading-strings of appropriated grants—so much for the master's salary, so much for the apprentice, so much for books, and the like. To some extent the increase in the number of schools for boys and girls *together*, as distinguished from schools for boys and girls *separately*, is only apparent, and due to a more exact classification. Schools are now returned as *mixed*, which used to be registered as

boys' schools, or *girls'* schools, according to the sex of the teacher, or of the majority of the scholars.

Schools under mistresses weak in arithmetic.

The detailed reports received from Your Majesty's inspectors on particular schools show that women are least satisfactory as teachers of arithmetic. With regard to this deficiency, special instructions were addressed to the two inspectors (the Rev. J. J. Blandford and the Rev. W. W. Howard) who were charged with the revision of the papers on arithmetic worked by the female students in normal schools, and by the other female candidates for certificates examined in December 1864. Mr. Blandford is not one of the inspectors whose turn it is to report this year, but he addressed the following letter to the Committee of Council after his revision of the papers:—

"SIR, May 4, 1865.

"IN reference to your letter of the 24th Dec. 1864, respecting the complaints of Her Majesty's Inspectors of Elementary Schools, 'that 'the girls are backward or are ill-taught in arithmetic,' I have to observe that the examination papers worked by the students in the female training colleges at the Christmas examinations for certificates of merit, exhibit a satisfactory knowledge of arithmetic; considerable skill is frequently shown in solving the questions, the sums are neatly and accurately worked, and from the manner in which the questions are answered there is ample reason for believing that the students could work more difficult questions than those that have been proposed to them.

"It should also be borne in mind that the afternoons are, in girls' schools, devoted to needlework.

"I am not of opinion that the deficiency in arithmetic of which Her Majesty's Inspectors complain, arises from ignorance of the subject on the part of the mistresses, nevertheless I am fully prepared to add my testimony to that of my colleagues respecting the backwardness of the girls in arithmetic; it was generally the most unsatisfactory part of the examination under the Old Code, and the deficiency is brought into greater prominence under the Revised Code

"From 1 January to 31 August 1864, I examined 34 girls' schools; the number of children examined was 1,947, only 53 per cent. passed in arithmetic.

"The following table shows the number of children presented for examination in arithmetic in the respective Standards, the number of and the per-centage of passes in that subject.

Standard.	Number of Children examined in Arithmetic.	Number of Passes in Arithmetic.	Per-centage of Passes in Arithmetic.
VI.	27	26	96
V.	61	55	90
IV.	266	146	54
III.	390	286	73
II.	508	209	41
I.	695	316	45
Totals -	1,947	1,038	53

"It will be seen that whilst the per-centage of passes in Standards V. and VI. is high, in III. only pretty fair, that in IV., II., and I. is very low.

"I am of opinion that the unsatisfactory state of the arithmetic in girls' schools does not arise from a deficiency of knowledge on the part of the teachers, nor from a want of skill in giving instruction in that subject, but rather from the absence of careful and systematic teaching by the mistresses in the lower part of the school, which is too commonly left, especially as regards the arithmetic, to the pupil-teachers or to monitors.

"I think that a strict examination of the lower classes, and, in the event of their being found deficient in arithmetic, an unhesitating recommendation by Her Majesty's Inspectors of a reduction in the grant, would have a beneficial effect.

"I would also suggest that mental arithmetic should form part of the Christmas examination of students in female training schools.

"I have the honour, &c.

"(Signed) J. J. BLANDFORD.

"To the Secretary of the Committee of Council
"on Education."

The Rev. W. W. Howard, *infrà*, p. 96, reports upon the same subject:—

"During the last few weeks I have been employed in looking over the papers on arithmetic, worked by the female students of the first year at the recent general examination. In these papers four sections were devoted to ordinary arithmetical questions. These were on the whole very fairly done, and showed that the year's training had been productive of satisfactory results."

"In addition to these were set, in a fifth section, the following questions, relative to the principles on which various arithmetical processes are based."

He then gives a number of examples, and concludes as follows:—

"Such answers as these, and they are fair samples of the majority of those sent in, force upon one's mind the conclusion that though the students are taught how to work out arithmetical questions with care and accuracy, they are not taught, as they ought to be, the principles upon which such questions are worked, and they have not sufficient practice in reproducing what they have learnt of these principles to enable them to teach arithmetic in an intelligible way. I am convinced that more time ought to be given in all the training schools to teaching the principles of arithmetic, and that until this is done we shall continue to find the children in our schools working blindly at numbers, and receiving a very small amount of education, properly so called, during the time devoted to arithmetic."

"The habit of following, in an intelligent manner, the steps of an arithmetical operation, and of reasoning upon the truths involved in numbers, would give to the students themselves a training in accuracy of reasoning which the papers that I have lately revised show that they sadly lack."

The Rev. F. C. Cook, *infrà*, p. 366, in his report on the female training colleges, writes:—

"Arithmetic.—Formerly this subject was ill taught, excepting at the Home and Colonial and Whitelands. When principles were clearly

explained the practical application was insufficient; principles and practice were alike unsatisfactory in some cases; nor indeed was it generally supposed that young women could be good teachers of arithmetic. At present the examination papers, which are quite difficult enough to test the attainments of the students, are generally cleared, and a small proportion of marks under 'fair' are recorded in the tables."

Failure in arithmetic general.

The fact that the per-centage of failures of the children examined under the standards of the Revised Code in arithmetic is 23·69 per 100 against 12·92 per 100, the joint average per-centage of failures in reading and writing, is significant of the weak point of elementary teaching everywhere.

Demand for trained masters sustained.

As regards male students, the diminished supply is not accounted for by any general difficulty in obtaining employment. Mr. Cowie gives particulars, *infrà*, pp. 326–355, from 14 colleges, which show that out of 445 male students who became qualified to take charge of schools in December 1864, as many as 299 were known to be actually engaged before the end of January 1865, while 11 others were still in treaty for appointments, and 9 more had been so, but were in hopes of getting better offers. In other words, within a month, there had been a demand for 71·6 per cent. of the whole number, and effectual demand for 67·2 per cent. (nearly). One college (Exeter) is not included in this table. Mr. Cowie has not in that instance given the numbers, but he reports that all had found engagements.

Emoluments of certificated teachers.

In 1864 the average receipts of a certificated master were (excluding Scotland, where payments are continued under the Code of 1860,) 88*l.* 19*s.* 5*d.*, of a certificated mistress 58*l.* 16*s.* 2*d.*, or (in infant schools) 54*l.* 13*s.* 5*d.* Besides which, out of the number 8,179 on which the average of receipts is calculated, 4,407, or 53·8 per cent., have a house or lodgings rent free. The corresponding receipts in 1861, the year preceding the introduction of the Revised Code, were (excluding Scotland as before) 94*l.* 4*s.* 7*d.*, 63*l.* 6*s.* 8*d.*, and 59*l.* 7*s.* 11*d.* The proportion of those who, in addition, had houses or lodgings rent free was 53·5 per cent. of the whole number (3,683 out of 6,668). The reduction is neither alarming nor unreasonable. It was foreseen and expected, before the Revised Code was thought of (Report, 1858–9, p. xxxix.), that the rate of payment would not be fully maintained, as the supply of certificated teachers approached more nearly to the demand.

Untrained teachers.

To a certain extent, the demand for trained teachers, whether male or female, is lowered by the admission of untrained teachers to certificates. But this, in the earlier

years of administering the annual grants (1847), was a necessity of the case, the whole number of trained teachers being then very small. The best of the acting teachers have, in this way, found their place in the certificated class. The really practical question now is, whether the schools not yet reached by annual grants, and the vacancies in the ranks of the teachers already certificated, shall be supplied from the training colleges, or by new draughts of untrained persons. The former process offers a more certain, the latter a quicker method. A popular suggestion has been made, to pay so much for each child who can pass an examination, and leave the question of teachers to take care of itself. No impediment (it is argued) will thereby be opposed to the engagement of trained teachers; they will pass the greatest number of scholars, and so will pay best by obtaining the largest grants. But it seems to be forgotten, in this reasoning, that there are two sides to the account, and that the trained teacher who gets more, costs more. The almost uniform answer to the inquiry why so many schools remain unaided is, that the supporters of them cannot afford to bear their part of the large outlay required. If to save expense, therefore, were the one motive, a small grant for a bad and cheap school would leave the managers less to pay than if they obtained a larger grant for a better school. The grant for the best possible school of 50 scholars could hardly exceed 30*l.* But a certificated mistress would want at least 40*l.* and a house. Probably, an old dame, at 20*l.* a year, could pass 12 of her 50, and if she obtained 4*l.* 16*s.* by their examination, and 10*l.* for the average number of her scholars in attendance, the financial reasons for preferring her would be obvious. The grant would pay her salary within 5*l.* 4*s.* per annum, while it would not pay her rival's within 10*l.* or 20*l.* There are in fact two sides from which to regard a school—what it costs, and what it does. It may cost much and do little; but (like most other things) it will not often cost little, and do much. The ungracious task which the Government has to perform is that of perpetually looking a gift horse in the mouth. More than one third part of the cost of maintaining schools is provided by volunteers, whose number is comparatively small, and upon whom this duty is no more incumbent than upon the rest of the community. In the year ending 31 August 1864, the number of voluntary subscribers to the elementary schools inspected was returned as 163,611; namely, 10,139 who subscribed 5*l.* and upwards; 66,627 who subscribed between 5*l.* and 1*l.*; and

86,845 who subscribed less than 1*l*. They represent the interest taken in popular education by the religious bodies which, on condition of being left in possession of the ground, profess to offer as efficient secular, in addition to spiritual, instruction as the parents require for their fees, or the State for its subsidy. But the pressure upon these volunteers is severe, and their natural desire is either to obtain easier conditions or increased means of meeting them. But "easier conditions" signify less efficient instruction; and "increased means" signify the expenditure of public money by persons who will give less security than now by the proportion which they spend of their own. Although, therefore, the theoretically perfect organization would be a trained and certificated teacher in every school for the poor, and although the accomplishment of this end would be promoted by declaring that after a certain date none other should obtain public grants, no such measure is possible. The object must be to provide for present need, but at the same time not to cover all the ground which the large annual supply of teachers from the training colleges is intended to occupy. The subsidiary numbers thus introduced are more likely to seem too small to those who desire progress, than large enough to block out students from the training schools. In the years 1863–4, the number of certificated teachers actually employed in inspected schools was increased by 1,694; but of this increased number only 466 were not supplied from the training colleges. The number 466 was made up as follows; it included 113 pupil-teachers (36 male, 77 female) provisionally certificated under Article 132; and 353 acting teachers (169 masters, 184 mistresses). That this access to the ranks of certificated teachers (from other sources than the training colleges) was duly guarded by examination, may be gathered from the fact that the 353 acting teachers who *passed*, represented 553 *examined*, of whom 200 (115 masters, 85 mistresses) were *rejected*. During 1865 the number of provisionally certificated pupil-teachers has been increased to 142. At the end of 1863, the training colleges supplied 1,235 students, and, at the end of 1864, they supplied 1,279 students, who passed their examination for the end of their second year of residence, and became qualified to take charge of schools.

Pupil-teachers provisionally certificated, and acting teachers certificated.

Night schools.

The arrangement (Articles 142–149) for the examination of night schools under the superintendence of the managers, which we submitted to Parliament in our Minute of 8th February 1865, has been perfectly successful. The number

of schools which have taken advantage of it (since 25 April) has been 186. Very few of these schools could have been visited by Your Majesty's inspectors at this, the best time of the year for seeing them; and the managers, but for the examination which they have been enabled to hold, must have lost a great part of their grants, as they did in 1863. The inspection and examination of night schools do not admit of being spread over the whole of the year. The managers are judges themselves of the reading of the candidates, and they select the passages to be written from dictation. The questions in arithmetic are sent from the Council Office, and the whole of the written exercises are returned thither to be marked by the inspectors or their assistants. Precautions against copying are taken by means of alternate exercises, and the papers bear creditable evidence of having been independently worked. The average number of failures for reading, marked by the managers, did not fall below the inspectors' average.

Recommendation that managers should periodically examine.

The success of these night school examinations leads us to notice how much the managers of all elementary schools under inspection might benefit them, if they would themselves, once or twice per annum, at fixed intervals between the inspectors' visits, conduct examinations pursuant to Article 48 of the Revised Code, and record the results. The promotions from class to class might be determined at these examinations; the school would gradually become classified according to the real proficiency of its scholars; the interest of the managers in it would be increased by a more exact knowledge of its merits; and the children and their parents would be stimulated by a wholesome emulation.

Articles 4 and 52.

The principal points of controversy, which, during the past year have presented themselves in administering the Revised Code, have occurred under Articles 4 and 52.

Children above the rank of poor, and reductions of grant.

Article 4* requires that those scholars who are the children of parents supporting themselves by manual labour be distinguished from the rest. Supplementary Rule No. 10 gives some general directions for the purpose.† But the

* The object of the grant is to promote the education of children belonging to parents of the classes who support themselves by manual labour.

† Article 4 does not exclude children from the grant whose parents, though not supporting themselves by manual labour, yet are of *the same means and social level* as those who do so; such as shopkeepers who have only petty stocks, and employ no one but members of their own family.

Cases of doubt are to be determined according to the answers to one or more of the following inquiries:—

a. Does A. B. work for himself or for a master? If for himself, does he employ apprentices or journeymen? This will apply to masons, carpenters, tailors, blacksmiths, mariners, fishermen, &c.

The class denoted by Article 4 supports itself by its own manual labour only, and not by profit on the labour of others.

only real way of giving effect to the article is, that the Admission Registers should be ruled with a column for this entry, and that the managers should have the register before them at stated times, in order to fill this column up, after seeing the parents in cases of doubt. It is not a duty which the teacher can satisfactorily discharge, though it is often, perhaps generally, left to him to perform at the last moment, when he is making out his schedule of scholars to be examined by the inspector.

Article 52*a* runs as follows:—"The grant is reduced by "not less than one-tenth, nor more than one-half in the "whole, upon the inspector's report for faults of instruction "or discipline on the part of the teacher, or (after one year's "notice) for failure on the part of the managers to remedy "any such defect in the premises as seriously interferes with "the efficiency of the school, or to provide proper furniture, "books, maps, or other apparatus of elementary instruction."

We intended this Article to serve as the supplement of Article 48,* of which latter Article, standing alone, it might perhaps not untruly have been said that the school could not be seen for the scholars. We have imposed reductions under Article 52 *a* to the amount of 2,235*l.*

Article 52 *b*, requires a certain minimum ratio of teachers to scholars; under it we have imposed reductions to the amount of 1,698*l.*

Article 52 *c*, requires that the parents of the scholars and the managers of the school shall, together or singly, raise as much as is granted, and that the rate of grant per scholar shall not exceed 15*s.* Under this Article we have imposed reductions to the amount of 1,396*l.*

Article 52 *d*, relative to endowments, did not become operative before July 1864, and caused between that time and 31 August a reduction of 546*l.*

The total reductions which we have imposed under Article 52 have amounted to 5,877*l.*, or 1·07 per cent. on 359,497*l.* the total sum granted for attendance and proficiency under Article 40.

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b. Would it be unreasonable to expect him to pay 9*d.* per week for the schooling of each of his children?

This payment equals about 30*s.* per annum, the estimated cost (Royal Commissioners' Report, page 345) of elementary instruction in a day school.

c. Does he rank and associate with the working men or with the tradesmen of the place?

Simple policemen, coast-guards, and dock and railway porters may commonly be regarded as labouring men. But petty officers in those services, excisemen, pilots, and clerks of various kinds, present more difficulty, and must be judged of according to the answers to the preceding inquiries.

* Article 48 contains the Six Standards of individual examination in Reading, Writing, and Arithmetic.

We are of opinion that these reductions have, at very little loss, served to fix the attention of managers and teachers upon principles of great importance.

Under our last Minute relative to endowments, the state of the question is this: assuming an average grant of nine shillings per scholar, schools may be endowed at the rate of 30*l.* for every 100 scholars, and yet receive public grants as if they had no endowment. Beyond that point, we have judged it right to maintain the principle that endowments should supersede grants.

Testimony concerning Revised Code.

Of the 26 reports on elementary schools by Your Majesty's inspectors which are included in this volume, two-thirds contain a decidedly favourable judgment of the working of the Revised Code, so far as relates to the change introduced by it into the mode of examination and payment. The less favourable judgments turn chiefly on observations of a tendency to neglect higher subjects of instruction, and to dispense with pupil-teachers. We hope that the latter tendency will be checked, in schools large enough to need pupil-teachers, as the Revised Code, and the prospects of the schoolmasters and mistresses under it, come to be better understood. Of the neglect of the higher subjects, we can only refer to the age of the scholars, of whom 70·43 per cent. are under 10, and only 12·10 per cent. over 12 years of age. As many as 39·52 per cent. of them have attended the same school for less than one year. The following are the three highest standards.

Neglect of higher subjects of instruction

——	Standard IV.	Standard V.	Standard VI.
Reading -	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing -	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic -	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

Out of 555,502 children individually examined in Great Britain, of whom 219,813 were over 10 years of age, 453,783, or 81·6 per cent. have been presented for examination by the managers *below* these three standards. As long as the examination in indispensable subjects continues to show such results, it can hardly be said the day of higher subjects for these young scholars has arrived. Upon this part of the subject, the Rev. J. W. Nutt reports as follows (*infrà*, p. 119):—

"Although teachers have naturally paid great attention to the subjects on which the grant chiefly depends, I have not often found any tendency to neglect the religious instruction, and it is only in very rare cases that I have found it necessary to recommend a deduction from the grant in consequence of the failure of the school in this subject. Grammar, geography, and history having almost entirely dropped out of the course of instruction, religious instruction is now the only subject left to the inspector by which he can test the intelligence of the children. I have, therefore, of late paid even more attention to it than under the old system of inspection."

His colleague the Rev. M. Mitchell (p. 114), reports that

"The tendency of the new Code is to cause the managers and teachers to regard simply the pecuniary grants, and all that does not tend to produce an increased result as to these is hardly taken into the account"—

and, speaking of the managers, he adds,—

"The expression on a child's failure to pass any subject is not regret at his ignorance so much as indignation at his stupidity and the consequent loss."

If the less amiable motive prove to be the more energetic, we shall not regret the appeal to it; for the same inspector reports:—

"In the year 1852 the colonels of the various militia regiments did me the honour to furnish at my request a statement as to the numbers of their men who could read and write. I published it in my report (1853–4). This year I have been favoured with a like return by the kindness of the chaplain of West Essex, and it reports that 259 out of 777 men can read and write. In 1852 the number was 201 out of 750, showing that some progress has been made in 12 years. It is still, however, to be regretted that so many have not even acquired the mere elements of education. As these men mostly enter from the agricultural parishes, a report of this deficiency may perhaps stimulate renewed exertions among those interested in the well-being of the labouring class."

In promoting popular education, that which ought to be done must take precedence of that which ought not to be left undone; and this distinction in favour of reading, writing, and arithmetic (to the extent of Standard VI) will continue to be needed in the apportionment of public grants, until those three arts are acquired, as matter of course, by the children who pass through elementary schools.

The Conscience Clause proposed by us to the National Society for parishes where one school only is required, and where the promoters wish to connect it with the Church of England, although the population contains dissenters, is founded on the Act 23 Vict. c. 11., and runs as follows: Conscience clause.

"The *said Committee* shall be bound to make such orders as shall provide for admitting to the benefits of the school the children of parents not in communion with the *Church of England as by law established;* but such orders shall be confined to the exemption of such children, if their parents desire it, from attendance at the public worship, and from instruction in the doctrine or formularies of the said *Church*, and shall not otherwise interfere with the religious teaching of the scholars, *as fixed by these presents*, and shall not authorize any other religious instruction to be given in the school."

The Committee of the National Society declined to entertain our proposal, and the correspondence has not been resumed.

We append (pp. xxvi–xxxviii.), a special report by the Accountant of the Committee of Council upon the means taken for accurately ascertaining the expenditure of training colleges towards which, under Articles 90–*102[4] of our Code, incorporating our Minute of 21st March 1863, we have agreed to contribute under certain conditions 75 per cent. (*Report*, 1862–3, p. xiii.) We cannot help noticing that out of an income (1864) of 121,241*l.*, to which the State contributed 96,166*l.*, for the support of the 39 training colleges inspected, only 41*l.* 18*s.* 10*d.* is returned as derived from *collections in churches and chapels*. If an annual sermon were preached in each church or chapel of the diocese, or religious communion, with which each college is connected, on behalf of its funds, these institutions would become better known to the public, and might obtain more general support. Accounts of normal schools.

(Signed) GRANVILLE.
H. A. BRUCE.

The Council Chamber, Whitehall,
10th June 1865.

APPENDIX.

REPORT *on the* ACCOUNTS *of* NORMAL SCHOOLS, *by* R. G. C. HAMILTON, Esq., Accountant to the COMMITTEE OF COUNCIL ON EDUCATION

MY LORDS, Council Office, April 21, 1865.

THE Minute of 21st March 1863 (now embodied in Code 1865, 98–102[4]), having provided (*inter alia*) that the grants to the Colleges of Normal Schools from the vote for public education should not "exceed 75 per cent. of the "expenditure, certified in such manner as their Lordships "may from time to time see fit to require, of the last pre-"ceding year," it became necessary that your Lordships should know, before the limit came into operation, upon what principle the accounts of these establishments were kept. I was accordingly instructed to visit the several colleges for the purpose of examining the books of account, and conferring with the persons charged with the duty of keeping them.

In pursuance of these instructions, I visited in 1863 all the training colleges under inspection in Great Britain, and investigated their respective accounts. This investigation resulted in showing that there existed no uniform method of account, and that the methods in use were defective in many respects. I proceed to detail the most important points elicited by the inquiry.

1. In several colleges connected with Boards of Education or other institutions, the expenditure under certain heads was not kept distinct in fact, but only approximately calculated.

2. No separate bank accounts were kept by several colleges, their monies being mixed up with the private or other cash transactions of the treasurers, and even where a separate bank account was kept, the important rule of passing all monies through it was not observed.

3. In the majority of colleges the scheme of the existing books of account was very imperfect (*e.g.*, comprised no cash book), and in many instances it was needlessly elaborate as well as imperfect.

4. The time and mode of closing and balancing the accounts differed greatly in different colleges.

5. Similar income and expenditure were recorded in different colleges under the most diverse heads of account, thereby rendering impossible a truthful comparison of the finance of one college with that of another, and vitiating general conclusions.

6. The financial returns furnished to your Lordships purported to be for years ending 31st December, but, for the reasons given above, under (4), they were often approximations rather than strict accounts, a very great latitude being exercised in determining what receipts and payments were to be returned as belonging to each year.

7. In some colleges no audit of the accounts existed, and where it did exist it was by no means uniformly strict and effective.

The enumeration of these irregularities should not be understood in the sense of blame. The old system of grants did not impose the need of uniform accounts, and, in the absence of any official call for uniformity, it was not likely to exist. I desire to guard myself against appearing to question the perfect good faith with which the old accounts were kept.

In order to remedy the evils thus disclosed, and to establish an efficient and uniform system of account for the future, I submitted the following suggestions, viz. :—

1. That your Lordships should require the accounts of colleges connected with Boards of Education or other institutions to be kept quite separate and apart, including a division of salaries where the same officer served both the college and some other institution connected with it.

2. That for each college should be opened a separate and distinct bank account, into which all income from every source should be paid, and out of which all payments of 5*l.* and upwards should be made by separate cheques; payments under 5*l.* being made out of cash to be provided by means of cheques drawn for "petty cash," *vide infra.*

3. That there should be kept by each college books of account, complete and uniform in system, easy to be understood, and involving the least possible amount of labour.

As all payments are made by training colleges at fixed periods, and as all income is paid to them as it becomes due,* it was sufficient that actual receipts and actual payments only should be recorded. And further, it was evident that the impartial application of the limit of 75 per cent. of expenditure would be best secured by treating as expenditure of each year the payments actually made in that year.

I therefore proposed to your Lordships that the following books of account should be recommended for adoption, viz. :—

I. *A cash book* (Appendix C.) in which receipts and payments should be fully entered in order of date.

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* See foot note ‡ on p. xxxiv.

II. *A petty cash book* for all payments under 5*l.*

III. *A ledger* (Appendix D.), in which the receipts and payments should be entered under the heads of account hereafter specified.

4. That the books of each college should be closed and balanced on the 31st December in each year, so as to draw a clear line between the income and expenditure of successive years.

5. That your Lordships should require a strict adherence by all the colleges to the following heads of account, as calculated to elicit the most useful information, to obviate the necessity of making a conjectural analysis of any item before bringing it to account, and to render apparent on the face of the returns any unusual excess or other variation; and that in order to ensure an uniform interpretation of these heads specific directions should be given as to what should, and what should not, be included under them, viz.:—

Current Income.

I. Grants from the Committee of Council on Education.

II. Amount received from proceeds of land or capital sums.

(*a.*) Inalienable from the college by law.

(*b.*) Alienable from the college at discretion.

III. Subscriptions or donations from individuals.

IV. Grants from Diocesan Boards of Education or other charitable bodies.

V. Fees of students, paid by themselves or by their relatives.

VI. Fees of students paid by private patrons.

VII. Exhibitions.

(*a.*) Permanently established.

(*b.*) This year, but not sure to be renewed.

VIII. Collections in churches or chapels.

IX. Amount received from students for books sold to them.

Current Expenditure.

I. Salaries of teachers or officers engaged in discipline.

II. Books, apparatus, and stationery.

III. Printing, postages, and other office charges.

IV. Board of teachers or officers, students, and servants.

V. Washing.

VI. Wages of servants not engaged in instruction or discipline.

VII. Fuel and lights.

VIII. Medical attendance.

IX. Replacement of furniture and repairs to buildings.
X. Rent, rates, taxes, and insurance.
XI. Garden, farm. &c.

Any sources of income or items of expenditure not provided for in the foregoing heads of account to have special accounts opened for them with appropriate distinctive titles.

6. That each college should be required to furnish to your Lordships, within a month after the close of the year, a certified balance sheet abstracted from the ledger, in the form set forth in Appendix E.

7. That the accounts and yearly balance sheets of each college should be audited and certified to be correct by some local authority, such as a financial committee of the managers or some one manager, independent of the persons keeping the accounts, and that your Lordships should instruct your accountant strictly to examine these certified balance sheets in order that no exceptional item of expendituture should escape full inquiry, and that no expenditure should be admitted as actual which had been or might be wholly or in part refunded, or which was in the nature of an advance; and that he should be authorized to visit the colleges for the purpose of inspecting the books themselves in all cases where points might arise which could not be satisfactorily cleared up by letter.

These suggestions, having been approved by your Lordships, were communicated in the beginning of 1864 to the authorities of the various training colleges (*vide* Appendix), and in the course of the same year I was instructed to make a second tour among the colleges "in order to see how the books were being kept, and to afford verbal explanations." I found in most cases that the requisite books had been procured and properly opened, the services of persons specially acquainted with accounts having, where necessary, been engaged for the purpose, in accordance with a recommendation made by your Lordships. Points of difficulty had, however, in many instances presented themselves such as could be safely dealt with only by a person acquainted with the financial arrangements of these institutions generally, as well as familiar with the principles and objects of the Minute of 21st March 1863. The college authorities, accordingly, availed themselves readily of the assistance which I was directed by your Lordships to afford them on the occasion of my visit, as well as by personal interviews at the office, and by written communications, of which I received and answered a considerable number. I may state that in all my communications with the training college authorities

they have evinced every desire to co-operate with your Lordships in introducing a change which they saw to be a necessary consequence of the Minute of 21st March 1863, and personally I have to thank all of them for a kind and friendly reception whenever I have presented myself.

I have now to report that the new system of account is in full operation in every college with the exception of that at Chester,* and that the principals and others by whom the accounts are kept, with hardly an exception, express themselves in favour of the new method, which they acknowledge not only saves them time and trouble, but makes the accounts more clear and intelligible to themselves and to their committees.

This disinterested testimony is very gratifying, for it is given by gentlemen on whom the introduction of a new system imposed for a time a great addition of labour.

The administrative advantages contemplated by your Lordships have also been fully attained. They are as follows, viz. :—

(1.) The accounts of each college are now entirely separate from all other accounts.

(2.) The accounts are kept and rendered with absolute uniformity.

(3.) With the accurate returns now furnished, an official examination of the income and expenditure of each college can be conducted with ease and certainty, and the limit of 75 per cent. of expenditure can be accurately and impartially applied.

(4.) Your Lordships, having before you a clear view of the finances of each college, are able to judge whether the amount of interest taken in the maintenance of the institution by its immediate supporters shows it to be a proper recipient of public aid.

The balance sheets rendered for 1863 and 1864 respectively, which have now all been examined and passed, clearly show the advantages of the new system over the old. Those for 1863, which were made up from the old accounts, occasioned a large amount of correspondence, and upwards of 4,000*l.* returned in them as actual expenditure had to be disallowed. On the examination of those for 1864 which were rendered from the new books, very few questions were raised and very few disallowances made.

In both years points arose on the balance sheets of certain colleges which could not be settled without an investi-

* At Chester certain special circumstances exist which prevent the new system of account being fully carried out. The accounts there are carefully and intelligibly kept.

gation on the spot of the accounts of those colleges. Many such points are not likely to arise in future, those which have heretofore arisen having been mainly due to the transition from one system of account to another.

It remains for your Lordships to determine what supervision shall be given for the future to the accounts of these colleges. My humble opinion is that, in addition to the prescribed official examination of the annual balance sheets, a periodical inspection of the books of each college is advisable, in order to insure that the accounts are properly kept; and I venture therefore to submit that your Lordships should move the authorities of the several colleges to allow your accountant to make such an inspection once in every three or four years. The system of account now in operation, *if strictly adhered to*, would afford a guarantee for the correctness of the returns by which your Lordships' grants to training colleges are regulated, and by maintaining order and regularity in the financial department would tend greatly to promote an economical administration of the funds of these institutions.

Before concluding this report it is necessary that I should make some mention of the Scotch Presbyterian colleges, which have been specially treated as regards the limit of 75 per cent. of expenditure. These colleges, in place of boarding their students, pay them bursaries towards providing board and lodging for themselves. The bursaries formerly so paid were the Queen's scholarships granted under the Old Code, which were considered to represent the actual cost of a student's maintenance (Report 1851–52, p. 129). Since the introduction of the Minute of 21st March 1863, the amount of bursaries paid to students having been considerably lessened, the students themselves have been obliged to bear part of the expense of their maintenance. In order therefore that the limit of 75 per cent. might be applied to the whole cost of normal training, whether borne by the students or by the colleges, the colleges have been allowed to include in each year in their expenditure (for this limit) the amounts formerly granted as Queen's scholarships, viz., 23*l.* for each male student, and 17*l.* for each female student, in training throughout the year, without reference to the actual amount of bursaries paid by them to such students.

I have the honour to be, &c.

R. G. C. HAMILTON,
Accountant.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX A.*

CIRCULAR TO TRAINING SCHOOLS.

(ACCOUNTS.)

Committee of Council on Education,
Council Office, Downing Street, London, S.W.,
6th February 1864.

SIR,

MY LORDS have approved the accompanying suggestions, extracted from the report of their accountant on the accounts of training colleges, and they desire me to request that you will move your committee to order the necessary steps to be taken for giving the earliest possible effect to them in the accounts of your college.

My Lords believe that your committee will appreciate the necessity of adopting an uniform system of accounts in order to prevent injustice in the comparison of one college with another, and to secure equal benefits to them all under the Minute of 21st March 1863. My Lords confidently hope also that your committee and its officers will find their labour and anxiety lightened by the clearness and regularity which methodical book-keeping ensures.

Of course your committee is not precluded from ordering any accounts to be kept, which it may think useful, besides those which my Lords require to be kept for the purpose of their grants. But such other accounts must appear only in separate books, and not be intermixed with the official ones.

The receipts and payments of your college are to be entered in the cash-book and ledger from 1st January 1864, and the enclosed form of annual account is to be used for your official return of income and expenditure for 1863.

It is assumed that each college purchases such books for its students as its course of study requires. There is an obvious advantage in thus dealing wholesale. My Lords raise no objection to allowing the whole expenditure under this head to be reckoned as part of the sum on which they are to grant 75 per cent., although the students may themselves have *wholly*, or *in part*, reimbursed it, by buying from the college. Such reimbursement is in the nature of a student's fee, although under another name.

In the course of this year, my Lords will instruct their accountant to make a second tour, in order to see how the books are being kept, and to afford verbal explanations.

Meanwhile, my Lords strongly advise your committee to lose no time in procuring the requisite books, and to put these instructions into the hands of some person familiar with technical book-keeping, if your own officer is not so, in order that the new books may be properly opened. There will be no difficulty in continuing them. A small fee to one of the clerks at your banker's would probably suffice to secure all the needful assistance.

My Lords recommend that, as the first step in giving effect to their suggestions, all monies included in the balance of your college, should

* The documents here printed comprise only such of the suggestions referred to in the report as were addressed to the training colleges in common. Suggestions concerning particular colleges (*e.g.*, No. 1, separation of accounts) or a particular class of colleges (*e.g.*, concluding paragraph, Scotch Presbyterian colleges) were made the subject of special additions.

at once be (if not already) paid into its account at the bank (Suggestion No. 1.), and the first cheque drawn from it to meet petty cash payments (Suggestion No. 4.)

I have the honour to be, &c.
R. R. W. LINGEN.

APPENDIX B.

ENCLOSURE in foregoing CIRCULAR.

EXTRACTS from REPORT of Accountant to Committee of Council on Education on the Accounts of Training Colleges.

1. There should be kept by each training college—

I. A special Bank Account, into which all income from whatever source should be paid, and out of which all payments above 5*l.* should be made by cheque.

Payments under 5*l.* should be made from petty cash, *vide* No. IV. *infra.*

II. A Cash Book, of which a specimen opening is annexed (Appendix C.) The Cash Book represents not the treasurer, but the college. Nothing should be entered on the debit side of the Cash Book until it has been paid into the bank.

The Cash Book should be opened by entering on the debit side the balance of cash available on the 1st day of the year. All receipts and payments should be entered in the Cash Book in order of date, and in every entry the head of account to which the receipt or payment belongs should be quoted.

Any monies paid directly to the bank (*i.e.*, not through the officer keeping the Cash Book) should be entered up in the Cash Book from the Bank Pass Book at the end of each month, at which times the balance should be checked by the Bank Pass Book. The Cash Book should be closed and balanced on 31st December in each year.

III. A Ledger, of which a specimen opening is annexed (Appendix D.) The heads of account required by the Committee of Council, under which the Ledger should be opened, are as follows :—

Current Income.

1. Grants from the Committee of Council on Education.
2. Amount received from proceeds of land or capital sums—
   (*a*) inalienable from the college by law.
   (*b*) alienable from the college at discretion.
3. Subscriptions or donations from individuals.
4. Grants from Diocesan Boards of Education or other charitable bodies.
5. Fees of students, paid by themselves or their relatives.
6. Fees of students, paid by private patrons.
7. Exhibitions.
   (*a*) permanently established.
   (*b*) this year, but not sure to be renewed.
8. Collections made in churches or chapels for the general purposes of the training school.
9. Amount received from students for books sold to them.

Current Expenditure.

1. Salaries of teachers or officers engaged in discipline.
2. Books, apparatus, and stationery.
3. Printing, postages, and other office charges.
4. Board of teachers or officers, students, and servants.
5. Washing (if not included under any other head).*
6. Wages of servants not engaged in instruction or discipline.
7. Fuel and lights.
8. Medical attendance—*i.e.*, doctors' and druggists' bills.
9. Replacement of furniture, and repairs to buildings.

All payments for the supply and repairs of furniture, fittings, carpets, matting, turnery, ironmongery, towels, dusters, table and bed linen, cutlery, earthenware, glass &c., also external and internal repairs to the building, painting, papering, &c., should be charged to the 9th head of expenditure.

10. Rent, rates, taxes, and insurance.
11. Garden, farm, &c. NOTE—Any money *received* from garden, farm, &c., must be carried to the *credit* of this head of account.†

Any sources of income or items of expenditure not provided for in the foregoing heads of account should have special accounts opened for them.‡

The two following accounts should also be opened in the Ledger, viz.:—

"General Account," to which all the income and expenditure of the college should be carried in single amounts, at the end of each year, from the various heads of account in the Ledger, and "Petty Cash," the necessity of which is shown in IV., *infra*.

The General Account should be opened by entering on the credit side the balance of cash available on the 1st day of the year.

The Ledger, like the Cash Book, should be close and balanced on 31st December in each year. A clear line would thus be drawn between the income and expenditure of different years.

IV. A Petty Cash Book.§

An advance should be drawn by cheque for petty cash payments and renewed by fresh cheques for the *actual amounts of the payments shown* in the Petty Cash Book, as often as the person entrusted with the petty cash account wants more money. One such cheque (irrespectively of the amount in his hands at the time), should always be drawn on the 31st December, so that all the payments actually made in the year may appear in the Cash Book.

The original advance on account of petty cash disbursements would not appear as expenditure in the year's accounts. It should be posted from the Cash Book to the account "Petty Cash," in the Ledger, on which account it should remain as a debit. The cheques drawn in reimbursement of the payments

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* To obviate the necessity of approximately estimating the cost of washing when done on the premises.

† Produce used in the College *pro tanto* reducing the amount paid under board.

‡ It is usual in systems of book-keeping to open a personal account in the ledger for all persons to whom any considerable sum of money is payable, or from whom it is receivable. No personal accounts, however, beyond that of "Petty Cash" are necessary in cases such as the present, where the two conditions of being entitled and receiving, and of becoming liable and discharging, are simultaneous (see p. xxvii).

§ No set form was proposed for this book, as the nature and number of the items recorded would necessarily vary greatly in different colleges, accordingly as the payments were made weekly, monthly, or quarterly.

made should be entered in the Cash Book, under the dates on which the cheques were drawn, and the payments distributed in the Ledger to the several accounts to which they are chargeable.

2. Both receipts and payments, as shown in the Cash Book, should be supported by appropriate vouchers. These vouchers should be kept in the order of the entries in the Cash Book.* As far as possible the entries in the *Petty* Cash Book should also be supported by vouchers.

3. As a matter of convenience to the colleges which have practising schools attached to them, the funds of the practising school might still be kept with those of the college, and the accounts of the practising school might be kept in the Cash Book and Ledger of the College. It would be absolutely necessary, however, not only that every receipt and payment belonging to the practising school should be entered under its own name (*Practising School*) in the Cash Book, and carried to the practising school account in the Ledger, but also that the expenditure should be kept distinct in fact, and not merely approximately calculated.

4. Each college should be required to furnish to the Committee of Council, within a month after the close of the year, a balanced account in the form attached (Appendix E.), showing the amounts *actually* received and the amounts *actually* disbursed between the first and last days of the year (both inclusive), with the following certificate attached to it.

"I hereby certify that the foregoing account is just and true according to the best of my knowledge and belief, and that the *bonâ fide* expenditure of the college, on which 75 per cent. may be allowed by the Committee of Council, amounts to the sum of ;
and I further certify that no officer for whom the accounts of this College contain a charge is included directly or indirectly among the contributors to the college."

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* Vide note * on page xxxvi.

APPENDIX C.

Dr. SPECIMEN OPENING of CASH BOOK. *Cr.*

Date.	No. of Voucher.	From whom received.	Particulars of Receipts.	Amount. £	s.	d.	Ledger Folio.	Account to which credited.	Date.	No. of Voucher.	To whom paid.	Particulars of Payment.	* Amount. £	s.	d.	Ledger Folio.	Account to which debited.

APPENDIX D.

Dr. SPECIMEN OPENING of LEDGER.* *Cr.*

Date.	No. of Voucher.			£	s.	d.	Date.	No. of Voucher.			£	s.	d.
			To Cash for							By Cash for			
			" "							" "			
			" "							" "			

* No reference from the ledger to the folio of the Cash Book is necessary under the present scheme of books, as the vouchers are numbered in the order of the entries in the Cash Book (*vide* Appendix B. No. 3), and a reference to them, while equally complete, is more specific.

APPENDIX E.

FORM of BALANCE SHEET.

ACCOUNT of the INCOME and EXPENDITURE of the Training School, for the Year ending 31st December 186 , showing the Amount actually received and disbursed during the Year.

The Number of Students in continuous training being . . Number of Students boarded and lodged being .

Dr.				*Cr.*			
To Balance on 1st January 186 (if in hand)				By Balance on 1st January 186 (if overdrawn)			
1. To Grants from the Committee of Council on Education				1. By Salaries of teachers or officers engaged in discipline			
2. To Amount received from proceeds of land or capital sums				2. By books, apparatus, and stationery			
(*a*) Inalienable from the College by law				3. Printing, postages, and other office charges			
(*b*) Alienable from the College at discretion				4. By board of teachers or officers, students, and servants			
3. To Subscriptions or donations from individuals				5. By washing (if not included under any other head)			
4. To Grants from Diocesan Boards of Education or other charitable bodies				6. By wages of servants not engaged in instruction or discipline			
5. To Fees of Students paid by themselves or their relatives				7. By fuel and lights			
(The full fee being £ per head)				8. By medical attendance for students (*i.e.* doctors' and druggists' bills only)			
6. To Fees of Students paid by private patrons				9. By replacement of furniture and repairs to buildings			
7. To exhibitions				10. By rent, rates, taxes, and insurance			
(*a*) Permanently established				11. By net cost of garden, farm, &c.			
(*b*) This year, but not sure to be renewed				12. By other current expenditure not included above, viz.:—			
8. To Amount received from collections made in churches or chapels for the general purposes of the Training School				On account of			
9. To Amount received from Students for books sold to them							
10. To Current Income arising from other sources, viz.:—							
From							
To Balance on 31st December 186 (if overdrawn)				By Balance on 31st December 186 (if in hand)			
			£				£

I hereby certify that this Account is just and true according to the best of my knowledge and belief, and that the *bonâ fide* expenditure of the College, on which 75 per cent. may be allowed by the Committee of Council, amounts to the sum of ; and I further certify that no officer, for whom the accounts of this college contain a charge, is included directly or indirectly among the contributors to the college.*

Principal. 186 .

* In addition to this certificate the Balance Sheet has to be certified to be correct by a committee of the managers, or by some one manager, independent of the persons keeping the accounts.

REVISED CODE (1865)

OF

MINUTES and REGULATIONS of the COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

PRELIMINARY CHAPTER.

1. A SUM of money is annually granted by Parliament for public education in Great Britain.

2. This sum is administered by an establishment called the Education Department.

3. The head of the Education Department is the Lord President of the Council, assisted by a member of the Privy Council, who is called the Vice-President of the Committee on Education, and who acts under the direction of the Lord President, and for him in his absence (Order in Council, 25 February 1856, Act 19 & 20 Vict. c. 116).

4. The object of the grant is to promote the education of children belonging to the classes who support themselves by manual labour.

5. The means consist in aiding voluntary local exertion, under certain conditions, to establish or maintain schools, which are either:

(*a.*) For the instruction of children (*elementary*); or

(*b.*) For training schoolmasters and schoolmistresses (*normal*).

6. In elementary schools, the children attend from the homes of their parents, and charge is taken of them during the school hours only.

7. In normal schools, entire charge is taken of the students.

8. Every school aided from the grant must be either:

(*a.*) A school in connexion with some recognized religious denomination; or

(*b.*) A school in which, besides secular instruction, the Scriptures are read daily from the authorized version.

9. Aid to establish schools is given by grants towards the cost of building, enlarging, improving, or fitting up, elementary school-rooms and dwellings for elementary teachers.

Aid is not given to establish normal schools.

10. Aid to maintain schools is given by grants to the managers conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

11. The aid given to maintain schools is known as "annual grants," being annually payable, at a fixed time, to each school allowed to receive them.

12. No grants are made to schools which are not open to inspection by inspectors appointed by Her Majesty in Council on the representation of the Committee of Council on Education.

13. The Committee of Council consults the religious or educational bodies which are mentioned in Article 30 before making representations to Her Majesty for the appointment of inspectors to visit schools in connexion with those several bodies.

14. The inspectors do not interfere with the religious instruction, discipline, or management of schools, but are employed to verify the fulfilment of the conditions on which grants are made, to collect information, and to report the results to the Committee of Council.

15. No annual grant is paid, except on a report from the inspector, after a periodical visit, showing that the conditions of the grant have been fulfilled.

16. The Committee of Council, at the time of agreeing to make annual grants to a school, informs the managers in what month to look for the inspector's annual visit. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

18. Schools which have received aid for building, but are not receiving annual grants, are inspected as often as the periodical inspection of the schools receiving annual grants permits.

19. The managers of schools fulfilling the conditions of Articles 4, 6, and 8, may apply for the benefit of Article 18, without having received, or applying for, any grant.

20. The duration of the period, over which the right of inspection extends, depends upon the degree of permanency of the object for which the grant is made.

(*a.*) If the grant is made for erecting, enlarging, or improving a school, the right of inspection is secured by a clause inserted in, or endorsed upon,

the school deed, and is co-extensive with the interest conveyed by that deed.

(*b.*) If the grant is annual only, the inspector's visit may at any time be declined by the managers, on forfeiting the grant depending upon it.

21. No undertaking must be commenced in general reliance upon the aid to be obtained from the Parliamentary grant. Separate applications, in the form of proposals, must, in the first instance, be addressed to the Secretary, Committee on Education, Council Office, London, S.W.

Full instructions are thereupon issued according to the particulars of the application.

The promoters, or managers, must appoint one of their own body to act as correspondent with the Education Department. Teachers cannot act as correspondents for the schools in which they are employed.

CHAPTER I.

GRANTS TO ESTABLISH ELEMENTARY SCHOOLS.

BUILDING.

22. Aid is not granted to build new elementary schools unless their Lordships are satisfied—

(*a.*) That there is a sufficient population of the labouring class which requires a school in the vicinity.

(*b.*) That the religious denomination of the new school is suitable to the families relied upon for supplying scholars.

(*c.*) That the school is likely to be maintained in efficiency.

(*d.*) That the buildings, at the time of application, have not been begun nor contracted for, and that no trust deed has been executed.

23. The grants made by the Committee of Council for building, enlarging, improving, or fitting up elementary schools, are not to exceed *any one* of the following limits, viz. :—

1*st Limit.*—The total amount voluntarily contributed by proprietors, residents, or employers of labour *in* the parish where the school is situated, or *within* a radius of four miles from the school. Such contributions may be in the form of

(*a.*) Individual subscriptions ;

(*b.*) Collections in churches or chapels in the same parish, or within the distance of four miles from the school ;

(*c.*) Materials, at the price allowed for them by the contractor, or at which sold off;

(*d.*) Sites given without valuable consideration (the value to be certified by two professional surveyors);

(*e*) Cartage (the value to be certified by the parochial surveyor of roads).

2nd Limit.—2*s.* 6*d.* per square foot of internal area in new school-rooms and class-rooms.

3rd Limit.—65*l.* for each teacher's residence.

24. The site, plans, estimates, specifications, title, and trust deed, must be satisfactory to the Committee of Council.

25. The balance of expenditure which is not covered by the *voluntary local* contributions and by *the public grant*, taken together, may be made up from any other sources that are available, such as the proceeds of endowment, or subscriptions which are not local.

26. Grants are not made for rooms intended to be used on Sundays only; nor for rooms under places of worship; nor to pay off debts for building; nor in consideration of former expenditure for building; nor for maintenance of buildings; nor for improving or fitting up schools which have already received the maximum amount allowable under Article 23.

27. The extension of the area of existing school-rooms to receive more scholars, and the addition of teachers' dwellings to existing school-rooms, are treated *pro tanto* as new cases under Article 23.

28. No application can be entertained if the approved estimate (Article 24) falls below 20*l.* in small rural schools (Article 133), or 50*l.* in other schools.

The Site.

29. The site must be—

(*a.*) *In extent,*

Not less than 1,200 square yards.

(*b.*) *In situation,*

1. Not unhealthy, nor noisy.
2. Within convenient distance from the homes of the scholars.

(*c.*) *In tenure,*

Fee simple (Acts 4 & 5 Vict. c. 38., and 12 & 13 Vict. c. 49.)

(*a.*) Without incumbrance, or rights reserved over the surface.

(*b.*) If with reservation of minerals, the party in whom the fee simple of them is vested must covenant to make compensation in the event of damage, and the grant made by the Committee of Council must be the first charge upon such compensation; the whole of which is to be applied as the Secretary of State for the Home Department may direct in furtherance of the trust for a school.

(*c.*) If subjected to powers of leasing, sale, or re-entry, the lease or sale must not be without the written consent of the Secretary of State for the Home Department, nor the re-entry without first repaying any grant which may have been paid in respect of the premises.

(*d.*) Leaseholds are not admissible, if fee simple can be obtained. The term must not be less than 99 years, and there must be no onerous covenants, nor more than nominal rent.

(*e.*) Copyholds must be enfranchised (Act 12 & 13 Vict. c. 49. s. 6.)

The Trust Deed.

30. The trust deed must declare the premises to be granted in trust for the education of the poor, and for no other purpose whatever. It must also provide for the legal ownership of the premises, and for the inspection and management of the school, according to one or other of the precedents settled for: Church of England Schools, British Schools, Established Church of Scotland Schools; Wesleyan Schools, Free Church (Scotland) Schools, Roman Catholic Schools, Jewish Schools, Episcopal Church (Scotland) Schools, Undenominational Schools (belonging to none of the previous classes, but in which the Bible is read daily from the authorized version).

31. When the trust deed has been executed according to a draft approved and sealed by the Committee of Council, and (when necessary) enrolled or registered, a copy of it, including all signatures, attestations, and endorsements, must be made on plain unstamped parchment, and lodged in the Education Office.

32. When the application is for a grant to enlarge, improve, or fit up, an existing elementary school already

conveyed in trust, the deed must be a legal conveyance of the land, and not at variance with any of the principles which determine the approval of new deeds. The right of inspection must be permanently secured (Act 7 & 8 Vict. c. 37. sections 1 and 2), and there must be no powers or reservations to which the Act 18 & 19 Vict. c. 131. cannot be applied, and which might become prejudicial to the school.

The Plans.

33. The plans (with specification and estimate), when approved and sealed, may be returned to the promoters for use, but must be lodged in the Education Office before a grant is paid.

Payment of Grants for Building, Enlarging, Improving, or Fitting up Elementary Schools.

34. The amount of the grant is not announced until after the draft trust deed and plans have been sealed.

35. The grant must be accepted or declined within 14 days.

36. The grant is paid on presentation of a certificate (with balance sheet annexed), by the Building and Managing Committees of the school, setting forth that the building and conveyance are completed, and that the money in hand, raised by absolute donations, will, when added to the grant, meet all claims, and finally close the account.

37. Grants under 50*l.* are treated as lapsed, if unpaid at the end of nine months, and grants above 50*l.* at the end of 18 months, from the date of announcing them.

CHAPTER II.

GRANTS TO MAINTAIN SCHOOLS.

PART I.

ELEMENTARY SCHOOLS.

SECTION I.

Annual Grants conditional upon the Number and Proficiency of the Scholars, the Number and Qualifications of the Teachers, and the State of the Schools.

38. Schools may meet three times daily; viz., in the morning, afternoon, and evening.

39. Schools which do not meet more than once daily cannot receive grants.

40. The managers of schools may claim at the end of each year, defined by Article 17:

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at *the morning and afternoon* meetings, not being less than 400, of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at *the evening meetings*, not being less than 40, of their school.

(*b.*) For every scholar who has attended more than 200 morning or afternoon meetings of their school:—

1. If more than six years of age 8*s.*, subject to examination (Article 48).
2. If under six years of age, and present on the day of examination, 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 48).

*40[1]. The average number of scholars in attendance for any period is found by adding together the attendances (Article 41) of all the scholars for the same period, and dividing the sum by the number of times the school has been open within the same period; the quotient is the average number in attendance.

41. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction less than two hours, nor attendance at an evening meeting for any scholar who has been under instruction less than one hour and a half.

42. Evening attendances may not be reckoned with morning or afternoon attendances in making up the prescribed minimum of 200 or 24 attendances.

43. Evening attendances may not be reckoned for any scholar under 12 years of age.

44. Every scholar attending more than 200 times in the morning or afternoon, for whom 8*s.* is claimed, forfeits 2*s.* 8*d.* for failure to satisfy the inspector in reading, 2*s.* 8*d.* in writing, and 2*s.* 8*d.* in arithmetic (Article 48).

*44[1]. Evening scholars may be examined by the inspector at the time of his visit (Article 16), or, when more convenient, at another time under the direction of the managers (Articles 142–9).

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such Articles as are not substantially altered.

45. Every scholar attending more than 24 times in the evening, for whom 5*s.* is claimed, forfeits 1*s.* 8*d.* for failure to satisfy the inspector in reading, 1*s.* 8*d.* in writing, and 1*s.* 8*d.* in arithmetic (Article 48).

46. Every scholar for whom the grants dependent upon examination are claimed must be examined according to one of the following standards, and must not be presented for examination a second time according to the same or a lower standard.*

47. Under any Half Time Act, 100 attendances (Article 41) qualify individual scholars for the grant offered by Article 40, *b*:—

(*a.*) Upon examination.

(*b.*) Without examination, after they have passed according to the highest standard, but continue to attend school under the Act.

†47[1]. In calculating (Article 40[1]) the average number in attendance, the attendances (Article 41) of half-time scholars reckon for no more than those of other scholars.

48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading	Narrative in monosyllables.	One of the Narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing	Form on blackboard or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic.	Form on blackboard or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10; orally, from examples on blackboard.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (money, weights and measures).	A sum in practice or bills of parcels.

49. The grant may either be withheld altogether or reduced for causes arising out of the state of the school.

50. The inspector does not proceed to examine scholars in reading, writing, and arithmetic for the grant, until he

* See Supplementary Rules, page xxii.

† Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such Articles as are not substantially altered.

has first ascertained that the state of the school does not require it to be withheld.

51. The grant is withheld altogether,—

(*a.*) If the school be not held in a building certified by the inspector to be healthy, properly lighted, drained, and ventilated, supplied with offices, and containing in the principal school-room at least 80 cubical feet of internal space for each child in average attendance.

(*b.*) If the principal teacher be not duly certificated (Article 67), except in united schools (Article 136), and duly paid. Teachers certificated before 31st March 1864, and who have not otherwise agreed with their employers, are duly paid if they receive not less than three times the grant allowable upon their certificates in Articles 64–5 of the Code of 1860, and they have a first charge to the extent of this grant, being one-third of such due payment, upon the money received by the managers, under Article 40.

(*c.*) If the girls in the school be not taught plain needlework as part of the ordinary course of instruction.

(*d.*) If the registers be not kept with sufficient accuracy to warrant confidence in the returns.

(*e.*) If, on the inspector's report, there appears to be any *primâ facie* objection* of a gross kind. A second inspection, wherein another inspector or inspectors takes part, is made in every such instance, and if the grant be finally withheld, a special minute is made and recorded of the case.

(*f.*) If three persons at least be not designated to sign the receipt for the grant on behalf of the school.

52. The grant is reduced,—

(*a.*) By not less than one-tenth nor more than one-half in the whole, upon the inspector's report, for faults of instruction* or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

(*b.*) By sums of 10*l.*, for every 40 or 80, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively for every such 80 scholars.

The forfeiture is reduced from 10*l.* to 5*l.* if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Pupil-teachers cannot be apprenticed in schools under teachers certificated in the lower grade of the fourth class (Articles 131–2), nor in united schools (Articles 135–140).

(*c.*) By its excess above,—

1. The amount of school fees and subscriptions; or
2. The rate of 15*s.* per scholar according to the average number in attendance,

} in the year defined by Article 17.

(*d.*) By the amount of any annual endowment (Article 93[3].)

53. If the excess of scholars has arisen from increased attendance of children since the last settlement of the school staff (Articles 62, 63), the forfeiture prescribed by Article 52 (*b*), does not accrue.

*53[1]. In any small rural (Article 133), or in any united school (Articles 135–140), the reduction prescribed by Article 52 *d* is suspended, as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s.* per scholar according to the average number in attendance in the year defined by Article 17.

54. Pupil-teachers admitted before 30th June 1862, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such Articles as are not substantially altered.

55. In every school receiving annual grants is to kept, besides the ordinary registers of attendance,—

(*a.*) A diary or log-book.

(*b.*) A portfolio wherein may be laid all official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt.

Diary or Log Book of School.

56. The diary or log-book must be stoutly bound and contain not less than 500 ruled pages.

57. The principal teacher must daily make in the log-book the briefest entry which will suffice to specify either ordinary progress, or whatever other fact concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, &c., may require to be referred to at a future time, or may otherwise deserve to be recorded.

58. No reflections or opinions of a general character are to be entered in the log-book.

59. No entry once made in the log-book may be removed nor altered otherwise than by a subsequent entry.

60. The inspector will call for the log-book at his annual visit, and will report whether it appears to have been properly kept throughout the year.

61. The inspector will not write any report on the good or bad state of the school in the log-book at the time of his visit, but will enter therein with his own hand the full name and standing (*certificated teacher of the —— class*, or *pupil-teacher of the —— year*, or *assistant-teacher*) of each member of the school establishment. The inspector will not enter the names of pupil-teachers respecting whose admission the Committee of Council has not yet pronounced a decision.

62. The summary of the inspector's report when communicated by the Committee of Council to the managers must be copied into the log-book by the secretary of the latter, who must also enter the names and description of all teachers to be added to, or withdrawn from, those entered by the inspector, according to the decision of the Committee of Council upon the inspector's report. The secretary of the managers must sign this entry.

63. The inspector before making his entry of the school establishment in the following year will refer to his own entry made in the preceding year, and also to the entry which is required to be made by the secretary of the school pursuant to Article 62, and he will require to see entries in

the log-book accounting for any subsequent change of the school establishment.

*63[1]. A log-book must be kept in each united school (Article 140 *b*.)

SECTION II.

Teachers referred to in the preceding Section.

64. The recognized classes of teachers are,—(*a*.) Certificated teachers. (*b*.) Pupil-teachers. (*c*.) Assistant teachers.

65. Lay persons alone can be recognized as teachers in elementary schools.

Certificated Teachers.

66. Teachers in order to obtain certificates, must be examined (Article 130), and must undergo probation by actual service in school (Articles 73, 74).

67. Certificates are of four classes. The fourth (lowest) class consists of an upper and a lower grade (Article 131), and includes special certificates for teachers of infants (Article 122). No certificate is issued above the fourth class. Certificates are raised to the higher classes by good service only (Article 78).

Examination.

68. Teachers are examined for certificates as means of distributing the Parliamentary grant to schools. The examination is not open to candidates for professional diplomas only.

69. Examinations are held in December of each year at the several training schools under inspection (Articles 119 and 128). The relative proficiency of the candidates according to examination is recorded upon their certificates, but does not affect the class of them (Article 67).

70. A syllabus, for male and female candidates respectively, of the course of study, may be had on application to the Committee of Council.

71. The names of teachers desiring to be examined must be notified by the managers of their schools to the Committee of Council before the 1st day of November preceding the examination.

72. Candidates admissible to be examined for certificates, must (in addition to Articles 68 and 71) fulfil one of the following conditions, viz.:—

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such Articles as are not substantially altered.

(*a.*) They must have resided for one or more years as students in normal schools under inspection (Articles 94, 119, and 120–1); *or*,

(*b.*) Must be upwards of 22 years of age, and either,

1. Have completed an engagement as pupil-teacher satisfactorily; *or*,
2. Have obtained at least two favourable reports with an interval of one year between them upon the school in which they are still employed.

Probation.

73. Candidates for certificates, after successfully passing their examination, undergo probation (*that is to say*), they must, as teachers continuously engaged in the same schools, obtain two favourable reports from the inspector, with an interval of one year between them; and, if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required.

74. One favourable report is sufficient after the examination, if the candidate, being continuously engaged in the same school, has obtained two favourable reports in consecutive years immediately preceding the examination.

75. Teachers under probation (Articles 73–4) satisfy the conditions which require that schools be kept by certificated teachers.

76. If the second (or third) report is favourable, a certificate of the fourth class is issued, and remains in force (unless recalled under Articles 79, 80) for the next five years; after which interval, it is open to revision, according to the intermediate annual reports; and so on after each further period of five years until the first class is reached.

77. No teacher who has changed more than once from one school to another during the five years preceding revision can be advanced to a higher class.

78. Re-examination is not permitted to candidates once passed, unless they fall under Article 131.

Concurrence of Managers and Inspector.

79. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

80. The inspector must annually report whether the teacher's school is efficient in organization, discipline, and instruction.

Pupil-teachers.

81. Pupil-teachers are boys or girls employed to serve in a school under inspection on the following conditions, namely:—

(*a.*) *That the school* is reported by Her Majesty's inspector to be—

1. Under a duly certificated master or mistress (Articles 67 and 131).
2. Held in suitable premises.
3. Well furnished, and well supplied with books and apparatus.
4. Divided into classes, and skilfully instructed.
5. Under good discipline.
6. Likely to be maintained during the period of engagement.

(*b.*) *That the pupil-teachers* be not less than 13 years (completed) of age at the date of their engagement.

(*c.*) Be of the same sex as the principal teacher of the school, or department of a school, in which they are employed; but in mixed schools, or departments of schools, under a master and mistress, female pupil-teachers may receive instruction out of school-hours from the master, on condition that the mistress be invariably present during the whole time that the lessons are being given by the master, who must be husband, father, son, or brother of the mistress, and not both young and unmarried.

(*d.*) Be presented to the inspector for examination at the time and place fixed by his notice (Article 16).

(*e.*) Pass the examinations and produce the certificates specified in Article 88.

(*f.*) *That the managers* enter into an agreement in the following terms:—

To be stamped with a stamp of 2*s.* 6*d.*

MEMORANDUM OF AGREEMENT between

[1] Names, &c. in full of a quorum of the managers.

[1] _____

_____herein-after called *the managers*, on behalf of the managers of the _____ school and

[2] Names, &c. in full of father or other surety of the assistant.

[2] _____

_____herein-after called *the surety*

[3] Father, or as the case may be.

[4] Name in full of the pupil-teacher.

the[3] _____ of[4] _____ herein-after called *the pupil-teacher*.

The said managers for themselves, their executors, administrators, and assigns, agree with the said surety, h[5]___ executors, administrators, and assigns, as follows:

[5] His or her.

1. To engage the said pupil-teacher to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the said pupil-teacher shall not be obliged to serve therein more than six hours upon any one day, nor more than 30 hours in any one week.

2. This engagement shall begin on the first day of[6] _____ 186__, and shall end on the last day of[7] _____ 18[8]___, but if the said pupil-teacher shall, with the consent of the other parties hereto, attend one of the examinations held by Her Majesty's inspectors of schools for admission into Normal schools in December next preceding the last-mentioned date, this engagement may end on the 31st day of the said month of December.

[6] Article 17.

[7] Preceding month.

[8] Five full years, but if this falls beyond the candidate's 19th year (completed), any less number of years, not under two, may be inserted if the parties wish it, and if the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service.

3. The said pupil-teacher shall be paid as wages[9] _____ per[10] _____ in the first year, and this sum shall be increased by[9] _____ per[10] _____ in each subsequent year of the engagement, but such increase may be stopped at the discretion of the managers of the said school for the time being for the unexpired remainder of any year after receipt of notice from the Committee of Council that the said pupil-teacher has failed to pass the examination, or to fulfil the other conditions, of a pupil-teacher according to the standard of the preceding year as prescribed in the Articles of the Code of the said Committee applicable to the case.

[9] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

[10] Week, or as the parties may agree.

4. The said pupil-teacher either while the school is not being held, or as one of the scholars (if any) attending the school for instruction in the evening, shall receive, without charge, from the certificated teacher of the said school for the time being, special instruction during five hours

per week, of which hours not more than two shall be part of the same day. Such special instruction shall be in the subjects in which the said pupil-teacher is next to be examined pursuant to the said Articles.

5. The said pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind respectively; and this engagement shall be terminable on either side by a written notice of six months, or in lieu of such notice, by the payment on either side of 3*l.* in the first year, 4*l.* in the second. and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as a debt by the party entitled to receive it, and to be over and above the settlement of all other accounts between the parties.

6. The said pupil-teacher enters into this engagement freely and voluntarily on h[5]_____own part, and with the privity and consent of the said surety.

7. The said surety agrees with the said managers, their executors, administrators, and assigns, to clothe, feed, lodge, and watch over the said pupil-teacher during the continuance of this engagement in a manner befitting the same.

Signed this____ day of_____18____.

_____

_____

_____

_____

_____Witness.

N.B.—This agreement should be deposited with the school papers (Article 55). The surety should have either an executed duplicate (which requires a second stamp), or at least a certified copy.

82. The Committee of Council is not a party to the engagement, and confines itself to ascertaining, on the ad-

mission of the apprentice and at the end of each year of the service—

(*a.*) Whether the prescribed examination is passed before the inspector.

(*b.*) Whether the prescribed certificates are produced from the managers.

83. Whatever other questions arise upon the engagement may be referred to the Committee of Council on Education (provided that all the parties agree in writing to be bound by the decision of their Lordships as final), but, otherwise, must be settled like any other matter of hiring or contract.

84. Vacancies in the office of pupil-teacher, however occasioned, which occur in the course of any year (Article 17), must not be filled up until after the next examination by the inspector. In the meantime, the candidate or candidates must be engaged by the week only as monitors, and the memorandum of agreement, Article 81 (*f*), must not be executed until after notice from the Committee of Council (Article 62) to the managers that the conditions of admission to pupil-teachership are fulfilled in each case.

85. Temporary monitors engaged by the week, pursuant to Article 84, for the supply of vacant pupil-teacherships during a current year (Article 17), satisfy Article 52 (*b*), provided that—

(*a.*) A sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the inspector's next examination for admission (Article 88) to permanent engagements ; and—

(*b.*) The vacancies have not been occasioned by voluntary causes (*i.e.* causes for which any of the parties to the agreement can be held responsible) before the fourth year's examination has been passed.

86. Except in the cases provided for by Article 85, each vacancy in a pupil-teachership during a current year (Article 17) works a forfeiture under Article 52 (*b.*)

87. The qualifications and certificates required of candidates for admission and of pupil-teachers in each year of their service are regulated by the following Table.

88. [See opposite.]

89. Female pupil-teachers, before admission to apprenticeship, must produce a written attestation from the schoolmistress and managers that they possess reasonable competency as sempstresses ; and, at the annual examinations, must bring certified specimens of plain needlework to the inspector, together with a statement from the schoolmistress specifying whether they have been receiving

88.]

	Health. *Scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.*	Certificates of Character and Conduct. In Church of England Schools.	Certificates of Character and Conduct. In Schools not being Church of England Schools.	Reading.	English Grammar. [*After Admission,* Latin Grammar, *as alternative.*]	Writing and Composition.	Arithmetic and Mathematics.	Geography.	History.	Drawing. *Where suitable Means of Instruction exist.*	Music. *Where suitable Means of Instruction exist.*	Religious Knowledge. In Church of England Schools, the Clergyman assisting in the Examination.	Religious Knowledge. In Schools in Scotland.	Religious Knowledge. In Schools where the Managers are not desirous of coming under the Obligation of giving the Instruction set forth in the Two preceding Columns.	Religious Knowledge. In Schools where the Managers object on Religious Grounds to give any Certificate concerning the Religious State of their Schools.
For Admission.	A *medical* certificate that candidate is not subject to any infirmity likely to interfere with profession of teacher.	A certificate from the clergyman and managers that the moral character of the candidates and of their homes justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	A certificate from the managers that the moral character of the candidates and their families justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	To read with fluency, ease, and expression.	To point out the parts of speech in a simple sentence.	To write from dictation in a neat hand, with correct spelling and punctuation, a passage of simple prose.	To write from dictation sums in the first four rules of arithmetic, simple and compound, and to work them correctly, and to know the tables of weights and measures.	To have an elementary knowledge of geography.	- - -	1. Elementary exercises in freehand, linear geometry, linear perspective, and model and object drawing to be worked successfully during the apprenticeship, the fact is registered, and the pupil-teacher is credited with a corresponding number of marks in any future examination for a teacher's certificate. 2. The exercises may be worked in any order, but not more than one in the same year of apprenticeship. 3. Pupil-teachers are admitted to study at any of the drawing schools in connexion with the Department of Science and Art, at half the ordinary fees. 4. Pupil-teachers, if attending such drawing schools, are not required to perform an exercise in drawing at the annual examination before the inspector, but have another opportunity of being *examined in connexion with the drawing school itself.* 5. Pupil-teachers, if not attending such drawing schools, have an opportunity of performing an *exercise in drawing at the annual examination before the inspector.* 6. Pupil-teachers, although not attending such drawing schools, may be *permitted* (by arrangements between the managers of the schools in which they are apprenticed and the master of any such drawing school), *to be annually examined there instead of at the annual examination of pupil-teachers before the inspector.*	- - -	To repeat the Church Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture History.	To repeat the Assembly's Shorter Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture History.	To produce a certificate from the managers of the school that the religious knowledge of the candidate is satisfactory to them.	No annual certificates are required, but it must have appeared that the school fulfils the conditions of Article 8.
							Male Pupil-teachers.	Female Pupil-teachers.							
End of 1st Year.	Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress. 3. Certificate from the clergyman that they have been attentive to their religious duties.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress. 3. Certificate from the managers that they have been attentive to their religious duties; but this certificate is not required if the managers on religious grounds object to give it, and if the school fulfils the conditions of Article 8.	Improved articulation and expression in reading.	The noun, verb, and adjective; with their relations in a simple sentence. [*As an alternative exercise, the regular declensions of Latin nouns, and the meaning in English of the Latin prepositions.*]	To write from memory the substance of a passage of simple prose, read to them with ordinary quickness.	Practice and proportion.	Practice and bills of parcels.	The British Isles. [Maps to be drawn in this and the following years.]	- - -	Shapes of notes and rests. Staves. Places of notes on the treble stave.	The Holy Scriptures and Catechism, with illustrations by passages from Holy Writ.	The Holy Scriptures and the Assembly's Shorter Catechism, with illustrations by passages from Holy Writ.	Same as above.	—
End of 2d Year.	Same as at end of first year -	Same as above -	Same as above -	Improved articulation and expression in reading.	The pronoun, adverb, and preposition; with their relations in a sentence. [*As an alternative exercise, the regular declensions of Latin adjectives, and the Latin pronouns.*]	To write as above, and to be able to repeat 50 consecutive lines of a secular character from some standard English poet (selected by the managers) with just expression and knowledge of meaning.	Vulgar fractions.	Proportion	Europe and ancient Palestine.	- - -	Dotted notes and rests. Time, various kinds of, and signatures of. Diatonic scale.	The Holy Scriptures, Liturgy, and Catechism, more fully than in the preceding year.	The Holy Scriptures and the Assembly's Shorter Catechism, more fully than in the preceding year.	Same as above.	—
End of 3d Year.	Same as at end of first year, but *from medical practitioner.*	Same as above -	Same as above -	Improved articulation and expression in reading.	The conjunction with the analysis of sentences. [*As an alternative exercise, the conjugation of Latin regular verbs (active and passive), and of the verb esse.*]	To write notes of a lesson on a subject selected by the inspector: and to be able to repeat 40 consecutive lines of a secular character from some standard writer of English prose (selected by the managers), with just expression and knowledge of the meaning.	Decimal fractions; and Euclid, Book I., to end of XVth Proposition.	Vulgar fractions.	The colonies.	The succession of the English Sovereigns from the reign of Egbert, with dates, to the present time. [*In Scotland, if preferred, the succession of Scottish Sovereigns from Alexander III., may be substituted for the English Sovereigns preceding James I.*]	Intervals. Sharps and flats. Accidental intervals.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures and the Assembly's Shorter Catechism.	Same as above.	—
End of 4th Year.	Same as at end of first year -	Same as above -	Same as above -	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and to know the meaning in English of the Latin prepositions. [*As an alternative exercise, the conjugation of the verbs posse, velle, and the concords.*]	To write an account of the organization of the school, and of the methods of instruction used: and to be able to repeat 100 lines (including the former 50) of the same poet as at the end of the 2d year, with just expression and knowledge of the meaning.	Euclid, Book I., to the end of XXVIth Proposition; Algebra, first four rules; and recapitulation of preceding rules in Arithmetic.	Decimal fractions.	Asia and Africa.	Outlines of British history to the accession of Henry VII.	Places of notes on the bass stave. Major and minor scales. Common characters used in music.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	—
End of 5th Year.	Same as at end of first year -	Same as above -	Same as above -	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and an account of the sources and growth of the English language. [*As an alternative exercise, recapitulation of the preceding exercises in Latin.*]	To write an original composition on some simple subject to be selected by the inspector within the range of this Table, and to be able to repeat (including the former 40) 80 lines of the same prose writer as at the end of the 3d year, with just expression and knowledge of the meaning.	Euclid, Book I.; and recapitulation of the preceding rules in Arithmetic and Algebra.	Recapitulation of the preceding rules.	America and the oceans.	Outlines of British history from the accession of Henry VII. to the present time.	Transposition. Alto and tenor staves. Recapitulation of preceding exercises.	More completely in the Holy Scriptures, Liturgy, and Catechism.	More completely in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	—

practical instruction in any other kind of domestic industry. The inspector, at the time of examination, or afterwards, will obtain the opinion of some competent person upon the merit of the needlework.

Pupil-teachers who have successfully completed their Apprenticeship.

90. At the close of the apprenticeship pupil-teachers are perfectly free in the choice of employment. Any person properly interested in knowing the character of a pupil-teacher may apply to the Committee of Council for a testimonial, declaring that the pupil-teacher has successfully completed an apprenticeship; or the pupil-teacher, if willing to continue in the work of education, may become an assistant in an elementary school (Article 91), or may be examined as a candidate for admission into a Normal school (Articles 103–111), or may be provisionally certificated for immediate service in charge of small rural schools (Articles 132, 133).

Assistant Teachers.

91. Pupil-teachers who can be certified, pursuant to Article 90, to have completed their apprenticeship with credit, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined. But such assistants cease to fulfil the conditions of Article 52 (*b*), if at any time the inspector reports them to be inefficient teachers.

92. Vacancies caused by the withdrawal of assistants in the course of any school year (Article 17) must be supplied by the appointment of temporary monitors, pursuant to Articles 84, 85; but if another assistant, qualified according to Article 91, be appointed before the inspector's next examination, the temporary monitors who preceded such appointment are not required to be examined.

93. Assistants are left entirely at liberty to make their own terms with their employers, both as to hours and wages.

SECTION III.

ENDOWMENTS.

*93[1]. An endowed school is one deriving income from property inalienably appropriated to it, or to education.

*93[2]. Endowed schools, in order to be admissible to receive either grants or inspection, must fulfil the conditions of Articles 4, 6, and 8.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

*93[3]. Annual grants (Article 40) to endowed schools are reduced by the amounts of their income (Article 52 *d.*) from endowment; but, in small rural (Article 133) or united schools (Articles 135–140), the reduction is suspended as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s.* per scholar according to the average number in attendance in the year defined by Article 17 (Article 53[1]).

PART II.

NORMAL SCHOOLS.

SECTION I.

94. A normal school includes—

(*a.*) A college, for boarding, lodging, and instructing candidates for the office of teacher in schools for the labouring classes; and

(*b.*) A practising department, in which such candidates may learn the exercise of their profession.

95. No grant is made to a Normal school unless the Committee of Council is satisfied with the premises, management, and staff.

96. No grant is made for building, enlarging, improving, or fitting up the premises of Normal schools.

SECTION II.

Grants to Normal Schools.

97. To the practising departments (Article 94, *b*), the same annual grants (Article 40) are made as to other elementary schools fulfilling the conditions of Articles 4, 6, and 8.

98. To the colleges (Article 94, *a*), annual grants are made of 100*l.*, in five successive payments of 20*l.* per annum for every master, and of 70*l.* in five successive payments of 14*l.* per annum for every mistress who, having been trained in them, during two years, has, since December 1862,—

(*a.*) completed the prescribed period of probation (Articles 73–6), and become qualified to receive a certificate in a school fulfilling the conditions of Articles 4, 6, and 8, or 94; *or*

(*b.*) been reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial Schools, or Certified Reformatories.

99. Masters and mistresses who have been trained for one year only may obtain certificates after probation (Articles 73–6) upon the same terms as others; and five annual grants, of half the amount specified in Article 98, may be made for them to the colleges in which they were trained, provided—

(*a.*) that the training has been previously recognized by the Committee of Council as a complete and special course for teachers of infants; and

(*b.*) that they have obtained their certificates after probation (Articles 73–6) in infant schools.

100. The grants specified in the Articles 98–9 will not come into full operation before the year commencing 1st January 1868. Provisional arrangements for the years 1864–7 are included in Article 101.

101. In January 1864 was ascertained—

(*a.*) What had been *the average annual sum* paid to each College on account of students examined in December 1860–1–2, and of Queen's scholars, certificated assistants, and lecturers resident in the years 1861–2–3. *This sum remains constant in the calculations which follow in this Article.*

(*b.*) What *number of teachers* trained in it during two years, or during one year conformably to Article 99 (*a*), had, in 1863, become qualified, or been reported, as required by Article 98, or 99 (*b*).

The annual grant to each college in 1864 was four-fifths of the said average annual sum, *together with* 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported in 1863.

In the year 1865 the number will be ascertained of teachers so qualified or reported during the two years 1863–4; in 1866, the number during the three years 1863–5; in 1867, the number during the four years 1863–6; in 1868, the number during the five years 1863–7.

In 1865, the grant to each Normal school will consist of three-fifths of the said average annual sum, together with 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported during the two years 1863–4.

In 1866, of two-fifths of the said average sum, together with 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported during the three years 1863–5.

In 1867, of one-fifth of the said average sum, together with 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported during the four years 1863–6.

In 1868, of 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported during the five years 1863–7.*

In 1869, and in each subsequent year, the earliest year of the five will be replaced by the year last ended.

102. The annual grant to each college, whether payable under Articles 98–9, or, until 1st January 1868, under the provisional arrangements specified in Article 101, must not exceed—

(*a.*) 75 per cent. of the expenditure, certified in such manner as their Lordships may from time to time see fit to require, of the last preceding year.

(*b.*) 50*l.* for each male student, and 35*l.* for each female student, in residence respectively, for continuous training throughout the year in which it is being paid.

†102[1]. The number of students in continuous training must not exceed,—

(*a.*) *In England and Wales*, the number of students for whom accommodation was provided in 1862.

(*b.*) *In Scotland*, the actual number in training in 1862.

†102[2]. The sum payable in each year, conformably to Article 102, is ascertained in *January*; and out of this ascertained sum an instalment is paid for students examined in the *preceding December* (Article 119), according to the scale set forth in Article 102[3], as soon as the result of that examination has been declared. The remainder of the said

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* If A = the average sum paid in 1861–3, and T the number of teachers on each of whom £*x*. is to be allowed, the following formula expresses the result:—

Grant for 1864 = $\frac{4}{5}$ A + £*x* T (1863).

„ „ 1865 = $\frac{3}{5}$ A + £*x* T (1863–4).

„ „ 1866 = $\frac{2}{5}$ A + £*x* T (1863–5).

„ „ 1867 = $\frac{1}{5}$ A + £*x* T (1863–6).

„ „ 1868 = £*x* T (1863–7).

† Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

ascertained sum is paid in equal parts on 31 March, 30 June, 30 September, and 31 December.

*102[3]. The instalments payable under Article 102[2] in respect of each student examined are determined according to the following scale:—

At the End of	For Candidate placed by Examination in each Division.	Instalment to be allowed to College (*in the Case of Females, Two-thirds of these Sums*).
		£ s. d.
First year's residence	1	20 0 0
	2	16 0 0
	3	13 0 0
	4	13 0 0
Second year's residence	1	24 0 0
	2	20 0 0
	3	16 0 0
	4	16 0 0

*102[4]. The payments in respect of students examined in December, as set forth in Article 102[3], are paid although the College may not be re-opened in the following year.

Section III.

Admission into Normal Schools.

103. A competitive examination of candidates for admission into each Normal school is annually held at it in December, by one or more of the inspectors during the week following the examination for certificates (Article 119).

104. The examination extends to the subjects required at the end of a pupil-teacher's apprenticeship (Article 88).

105. The candidates are selected, and admitted to the examination, by the authorities of each Normal school on their own responsibility, subject to no other condition than that the candidates—

(*a.*) intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Articles 4, 6, and 8, or 94,* or 98 *b*;

(*b.*) are more than 18 years old; or,

(*c.*) have successfully completed their apprenticeship as pupil-teachers.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

106. All candidates who obtain the minimum number of marks are arranged in order of merit, irrespectively of their having been pupil-teachers or not.

107. The authorities of each Normal school may propose to the Education Department for admission any candidate declared to be admissible pursuant to Article 106.

*108.

109. Before candidates are admitted—

(*a.*) The medical officer of the Normal school must certify the state of their health to be satisfactory; and,

(*b.*) They must sign a declaration signifying their intention conformably to Article 105.

110. The authorities of each college settle their own terms of admission.

111. Upon proof by the authorities of any college that candidates have not fulfilled the conditions set forth in Articles 98–9, contrary to a declaration signed by them on admission into the college, the Committee of Council will refuse to grant teachers' certificates (Article 76) to such candidates, or to admit them to probation for certificates (Articles 73–5).

*112–118.

SECTION IV.

Examination of Candidates admitted into Normal Schools.

119. An examination of the resident students is held in December at the several colleges in the week preceding the examination for admission (Article 103). The day fixed for the commencement of this examination is printed on the syllabus (Article 70) from year to year.

120. No student may be presented who has not been resident throughout the whole year; and no student who has so resided may be left out.

121. The students have a different examination according as they are males or females, or are at the end of a first or second year of residence.

122. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass in these subjects, and complete their probation (Articles 73–6,) in schools for infants, receive special mention thereof (*stamp*) on their certificates.

*123, 124.

125. At the end of the first year's residence, students who fall into the fourth division (Article 102[3]), are required

* Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

to take up the first year's subjects again (viz., at the end of the second year), but in such cases the instalments to the college, and the certificates which the students may obtain as teachers (Article 76), are respectively at the rate (Article 102[3]) and in the form (Article 130) of the first year.

126. The principal is at liberty, by notice in writing to the Committee of Council before 30th June in each year, to designate any student who may have appeared in the third division at the end of the previous (first) year's residence, as proper to be examined again upon the same terms as the students included in the fourth division; but such designation on the part of the principal does not affect the privileges attached to the student's rank in the previous examination.

*127.

Section V.

Use made of Examinations in Normal Schools for awarding Teachers' Certificates.

128. Teachers qualified to be examined for certificates, according to Articles 68, 71, and 72, receive notice to attend the examination held pursuant to Article 119.

129. Teachers attending examinations pursuant to Article 128 may, at their option, take the papers of the first or second years' students (Article 121).

130. No candidate (Article 72) can obtain a teacher's certificate without passing one of these examinations, but the order of the candidates according to examination, except the fourth division (Article 131), is honorary (Articles 67 and 69).

Students who pass successfully through two years of training in Normal schools receive special mention thereof (*stamp*) on their certificates.

131. Candidates (whether students or acting teachers), who are placed by examination in the fourth division (Article 102[3]), receive their certificates in the lower grade of the fourth class (Article 67). Such teachers are not recognized, under Article 81*a*, for the superintendence of pupil-teachers until they have risen to a higher certificate either by re-examination (Article 78), or good service (Articles 76–7).

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* Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

*131[1]. All teachers at present *registered as competent to instruct pupil-teachers* are included in the fourth class, upper grade, of certificated teachers; all *other registered teachers*, and all *scheduled students acting as teachers*, are included in the fourth class, lower grade.

PART III.

SPECIAL PROVISIONS.

SECTION I.

Small Rural Schools.

132. Pupil-teachers who fulfil the conditions of Article 90, may, upon special recommendation by the inspector, and upon consideration of their last examination papers, be provisionally certified in the lower grade of the fourth class (Article 131) for immediate service in charge of small rural schools (Article 133), but after their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (Article 66), or are *ipso facto* cancelled.

*132[1]. The provisional certificate (Article 132) is confined to an entry of the pupil teacher's name in a register kept by the Committee of Council on Education, and does not involve the issue of any certificate to the pupil-teacher.

133. Small rural schools—

(*a.*) Must not contain more than 1,200 square feet of superficial area in the whole of the school-rooms and class-rooms; or

(*b.*) Must not have an annual average attendance of more than 100 scholars.

†134. (The Article formerly 134 is now 131[1], which see above.) Schools having an average annual attendance of more than 89 scholars are not exempted by Article 133 from Article 52, *b*.

135. Any number of schools fulfilling the conditions of Articles 4, 6, and 8,

(*a.*) Not being less than *two*, nor more than *six*;

(*b.*) Of which no one has within *one and a half* miles of it, a population of more than *five hundred*;

(*c.*) Of which the aggregate number of scholars is not less than *forty* (annual average); and

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

† Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

(*d.*) Of which each has its own resident teacher ;— may be united under the superintendence of one certificated master or mistress, who must spend *two* clear hours at the least in each week at each school during its ordinary time of meeting, or, if the number of united schools be less than *six*, such longer time per week as *twelve* hours divided among the united schools will give to each.

136. The resident teacher of each of the united schools is not required to be certificated.

137. The superintending teacher must have been trained for two years in a Normal school (Article 94) under Government inspection, must have been placed not lower than the third division in the examination (Articles 119–121) at the end of the second year, and must have received a certificate after the usual probationary service (Articles 73 and 76).

138. The day scholars of all the united schools must be assembled once per annum, with their resident and superintending teachers, at some school room under inspection, for examination by one of Her Majesty's inspectors, in the same manner as if they formed one school (Articles 16, 17).

139. The whole of the united schools must be represented by one official correspondent, and by one treasurer for the receipt of annual grants (Article 40).

140. Articles 38–63[1] apply to each united school, but

(*a.*) pupil-teachers cannot be apprenticed (Article 81) in them (Article 136) ; and

(*b.*) the superintending (Article 137) as well as the resident (Article 135 *d*) teacher must join in keeping the log book (Articles 56–63[1]) of each united school, and must produce it to the inspector at the time of his visit (Article 138).

141. No small rural school (Article 133) nor any united school (Articles 135–140) is subject to the full reduction of the grant on account of any endowment it may be receiving (Article 93[3]).

Section II.

Evening Scholars.

142. The managers of any school to which annual inspection has already been promised (Article 16) may apply in writing to the Committee of Council on Education, at any time not less than one month before the date at which the inspector's next visit is due, to be furnished

with printed papers and instructions for holding an examination of their evening scholars (Articles 38, 39) on a day to be named in their application.

143. The applicants must pledge themselves that (exclusively of all teachers of the candidates) at least two managers—or, if only one manager, then such manager, and at least one other responsible person—shall be present during the whole of the examination, and shall conduct it in every respect according to the instructions accompanying the examination papers.

144. The examination papers are sent under an official seal, and must not be unsealed except in the examination room, and in the presence of the candidates immediately about to use them.

145. The written exercises, all of which must be upon paper, having been securely sealed up in the presence of the candidates before leaving the examination room, under the seals of the two persons holding the examination, must be forwarded, by the next post, to the Education Department, and transmitted thence to the inspector of the School.

146. The exercises of the evening scholars transmitted to the inspector are not returned by him to the Committee of Council except as part of his next annual report on the whole school (Article 16).

147. Only one examination per annum of evening scholars is held in the same school (Article 17).

148. In order to ensure the presence of a responsible manager to receive the examination papers, the managers of each school in which a special examination of evening scholars is to be held, must renew their application (Article 142) every year to the Committee of Council.

149. The inspector of the school is at liberty to attend, without notice, at the time fixed for the examination (Article 142), and to hold it in person.

CHAPTER III.

REVISION OF CODE.

150. The Committee of Council on Education, in the course of each year, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and laid on the Table of both Houses for at least one calendar month.

151. In January of each year the Code shall be printed in such a form as to show separately all articles cancelled

or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

(Signed) GRANVILLE,
Lord President of the Council.

HENRY AUSTIN BRUCE,
Vice-President of the Committee of Council on Education.

Council Office, 8th February 1865.

APPENDIX I.

Showing separately all ARTICLES cancelled or modified, and all new ARTICLES.

Articles in the Code of 1864 which are cancelled or modified in the Code of 1865.	New Articles in the Code of 1865.
40. The managers of schools may claim at the end of each year, defined by Article 17:	40. The managers of schools may claim at the end of each year, defined by Article 17:
(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at *the morning and afternoon* meetings of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at *the evening meetings* of their school.	(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at *the morning and afternoon* meetings, not being less than 400, of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at *the evening meetings*, not being less than 40 of their school.
(*b.*) For every scholar who has attended more than 200 morning or afternoon meetings of their school:—	(*b.*) For every scholar who has attended more than 200 morning or afternoon meetings of their school:—
1. If more than six years of age 8*s.*, subject to examination (Article 48).	1. If more than six years of age 8*s.*, subject to examination (Article 48).
2. If under six years of age 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.	2. If under six years of age, and present on the day of the examination, 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.
(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 48).	(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 48).
	* 40[1]. The average number of scholars in attendance for any period is found by adding together the attendances (Article 41) of all the scholars for the same period, and dividing the sum by the number of times the school has been open within the same period; the quotient is the average number in attendance.

* Thus numbered, in order to preserve (for purposes of reference and quotation the numbering of such articles as are not substantially altered.

Articles in the Code of 1864 which are cancelled or modified in the Code of 1865.

47. Under any Half Time Act, 100 attendances qualify scholars for the grant :—
(*a.*) Upon examination.
(*b.*) Without examination, after they have passed according to the highest standard, but continue to attend school under the Act.

51. The grant is withheld altogether,—
* * *
(*b.*) If the principal teacher be not duly certificated (Article 67), and duly paid. Teachers certificated before 31st March 1864, and who have not otherwise agreed with their employers, are duly paid if they receive not less than three times the grant allowable upon their certificate in Articles 64–5 of the Code of 1860, and they have a first charge to the extent of this grant, being one-third of such due payment, upon the money received by the managers, under Article 40.

52. The grant is reduced,—
* * *
(*b.*) By sums of 10*l.*, for every 40 or 80, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively for every such 80 scholars.

The forfeiture is reduced from 10*l.* to 5*l.* if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

* * *
(*d.*) By the amount of any annual endowment (Article 93[3]).

New Articles in the Code of 1865.

44[1]. Evening scholars may be examined by the inspector at the time of his visit (Article 16), or when more convenient at another time under the direction of the managers (Articles 142 9).

47. Under any Half Time Act, 100 attendances (Article 41) qualify individual scholars for the grant offered by Article 40 *b* :—
(*a.*) Upon examination.
(*b.*) Without examination, after they have passed according to the highest standard, but continue to attend school under the Act.

*47[1]. In calculating (Article 40[1]) the average number in attendance, the attendances (Article 41) of half-time scholars reckon for no more than those of other scholars.

51. The grant is withheld altogether,—
* * *
(*b.*) If the principal teacher be not duly certificated (Article 67), except in united schools (Article 136), and duly paid. Teachers certificated before 31st March 1864, and who have not otherwise agreed with their employers, are duly paid if they receive not less than three times the grant allowable upon their certificates in Articles 64–5 of the Code of 1860, and they have a first charge to the extent of this grant, being one-third of such due payment, upon the money received by the managers, under Article 40.

52. The grant is reduced,—
* * *
(*b.*) By sums of 10*l.*, for every 40 or 80, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively for every such 80 scholars.

The forfeiture is reduced from 10*l.* to 5*l.* if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Pupil-teachers cannot be apprenticed in schools under teachers certificated in the lower grade of the fourth class (Articles 131–2), nor in united schools (Articles 135–140).

*53[1]. In any small rural (Article 133), or in any united (Articles 135–140), school, the reduction prescribed by Article 52 *d* is suspended, as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s.* per scholar according to the average number in attendance in the year defined by Article 77.

* *Thus num ered, in order to preserve (for purposes of reference and quotation) the numbering of such Articles as are not substantially altered.*

Articles in the Code of 1864 which are cancelled or modified in the Code of 1865.	New Articles in the Code of 1865.
	*63[1]. A log-book must be kept in each united school (Article 140 *b*).
85. Temporary monitors engaged by the week, pursuant to Article 84, for the supply of vacant pupil-teacherships during a current year (Article 17), satisfy Article 52 (*b*), provided that— * * * (*b*.) The vacancies have not been occasioned by voluntary causes before the fourth year's examination has been passed.	85. Temporary monitors engaged by the week, pursuant to Article 84, for the supply of vacant pupil-teacherships during a current year (Article 17), satisfy Article 52 (*b*), provided that— * * * (*b*.) The vacancies have not been occasioned by voluntary causes (*i.e.*, causes for which any of the parties to the agreement can be held responsible) before the fourth year's examination has been passed.
*93[3]. Annual grants (Article 40) to endowed schools are reduced by the amounts of their income (Article 52 *d*) from endowment.	*93[3]. Annual Grants (Article 40) to endowed schools are reduced by the amounts of their income (Article 52 *d*) from endowment, but, in small rural (Article 133), or united schools (Articles 135–40), the reduction is suspended as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s*. per scholar according to the average number in attendance in the year defined by Article 17 (Article 53[1]).
98. * * * (*a*.) Completed the prescribed period of probation (Articles 73–76) and become qualified to receive a certificate in a school fulfilling the conditions of Articles 4, 6, and 8; *or*	98. * * * (*a*.) Completed the prescribed period of probation (Articles 73–76) and become qualified to receive a certificate in a school fulfilling the conditions of Articles 4, 6, and 8, or 94: *or*
105. The candidates are selected, and admitted to the examination, by the authorities of each normal school on their own responsibility, subject to no other condition than that the candidates intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Articles 4, 8, and 8, or 94, or 98 *b*; are more than 18 years old; and (if pupil-teachers) have not deserted their service.	105. The candidates are selected, and admitted to the examination, by the authorities of each normal school on their own responsibility, subject to no other conditions than that the candidates— (*a*.) Intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Articles 4, 6, and 8, or 94 or 98 *b*; (*b*.) Are more than 18 years old; or (*c*.) Have successfully completed their apprenticeships as pupil-teachers.
110. The authorities of each College settle their own scale of charges and exemptions. But they must allow in 1864 to all Queen's scholars admitted in 1863 the same benefits as they would have received under Article 114, and the Committee of Council allows to such Queen's scholars the same personal payments as they would have received under Articles 112 and 115, of the Code dated 9th May 1862.	110. The authorities of each College settle their own terms of admission.
	131[1] (unchanged, but formerly 134). All teachers at present *registered as competent to instruct pupil-teachers* are included in the fourth class, upper grade, of certificated teachers; all *other registered teachers*, and all *scheduled students acting*

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such Articles as are not substantially altered.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

Articles in the Code of 1864 which are cancelled or modified in the Code of 1865.

133. Rural schools, in order to fall under Article 132, must not contain more than 1,200 square feet of superficial area in the whole of the school-rooms and class-rooms, or they must be certified as not needing, nor likely, to be attended by more than 100 scholars.

New Articles in the Code of 1865.

as teachers, are included in the fourth class, lower grade.

*132[1]. The provisional certificate (Article 132) is confined to an entry of the pupil-teacher's name in a register kept by the Committee of Council on Education, and does not involve the issue of any certificate to the pupil-teacher.

133. Small rural schools—

(*a.*) Must not contain more than 1,200 square feet of superficial area in the whole of the school-rooms and class-rooms; or

(*b.*) Must not have an annual average attendance of more than 100 scholars.

134. (The Article formerly 134 is now 131[1], which see above.) Schools having an average annual attendance of more than 89 scholars are not exempted by Article 133 from Article 52 *b*.

135. Any number of schools, fulfilling the conditions of Articles 4, 6, and 8,

(*a.*) Not being less than *two*, nor more than *six*;

(*b.*) Of which no one has, within *one and a half* miles of it, a population of more than *five hundred*;

(*c.*) Of which the aggregate number of scholars is not less than *forty* (annual average); and

(*d.*) Of which each has its own resident teacher;

may be united under the superintendence of one certificated master or mistress, who must spend *two* clear hours at the least in each week at each school during its ordinary time of meeting, or, if the number of united schools be less than *six*, such longer time per week as *twelve* hours divided among the united schools will give to each.

136. The resident teacher of each of the united schools is not required to be certificated.

137. The superintending teacher must have been trained for two years in a Normal School (Article 94) under Government inspection, must have been placed not lower than the third division in the examination (Articles 119–121) at the end of the second year, and must have received a certificate after the usual probationary service (Articles 73 and 76).

138. The day scholars of all the united schools must be assembled once per annum, with their resident and superintending teachers at some school-room under inspection, for examination by one of Her Majesty's inspectors, in the same manner as if they formed one school (Articles 16, 17).

139. The whole of the united schools must be represented by one official correspondent, and by one treasurer for the receipt of annual grants (Article 40).

140. Articles 38–63[1] apply to each united school; but—

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

Articles in the Code of 1864 which are cancelled or modified in the Code of 1865.

148. The schools in connexion with Greenwich hospital, for shipwrights' apprentices, in the Royal Dockyards, for the Royal Marines, and on board ships of the Royal Navy in harbour, are inspected by an inspector, who reports to the Com-

New Articles in the Code of 1865.

(*a.*) Pupil-teachers cannot be apprenticed (Article 81) in them; and
(*b.*) The superintending (Article 137) as well as the resident (Article 135 *d*) teacher must join in keeping the log book (Articles 56-63[1]) of each united school, and must produce it to the inspector at the time of his visit.

141. No small rural school (Article 133) nor any united school (Articles 135-140) is subject to the full reduction of the grant on account of any endowment it may be receiving (Article 93[3]).

Section II.

Evening Scholars.

142. The managers of any school to which annual inspection has already been promised (Article 16) may apply in writing to the Committee of Council on Education, at any time not less than one month before the date at which the inspector's next visit is due, to be furnished with printed papers and instructions for holding an examination of their evening scholars (Articles 38, 39) on a day to be named in their application.

143. The applicants must pledge themselves that (exclusively of all teachers of the candidates) at least two managers, or if only one manager, then such manager, and at least one other responsible person, shall be present during the whole of the examination, and shall conduct it in every respect according to the instructions accompanying the examination papers.

144. The examination papers are sent under an official seal, and must not be unsealed except in the examination room, and in the presence of the candidates immediately about to use them.

145. The written exercises, all of which must be upon paper, having been securely sealed up in the presence of the candidates before leaving the examination room, under the seals of the two persons holding the examination, must be forwarded, by the next post, to the Education Department, and transmitted thence to the inspector of the school.

146. The exercises of the evening scholars transmitted to the inspector are not returned by him to the Committee of Council except as part of his next annual report on the whole school (Article 16).

147. Only one examination per annum of evening scholars is held in the same school (Article 17).

148. In order to ensure the presence of a responsible manager to receive the examination papers, the managers of each school in which a special examination of evening scholars is to be held must renew their application (Article 142) every year to the Committee of Council.

149. The inspector of the school is at liberty to attend, without notice, at the time fixed for the examination (Article 142), and to hold it in person.

Articles in the Code of 1864 which are cancelled or modified in the Code of 1865.	New Articles in the Code of 1865.
mittee of Council for the information of the Lords Commissioners of the Admiralty. 149. This inspector is appointed pursuant to Article 12, and is chargeable to the grant for public Education in Great Britain.*	
150. In January of each year, if the Code be revised, or any material alteration in it be necessary, it shall be printed in such a form as to show separately all articles cancelled or modified, and all new articles.	150. The Committee of Council on Education, in the course of each year, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and laid on the Table of both Houses for at least one calendar month.
151. In the event of such revision or material alteration as mentioned in the last foregoing Article, it shall not be lawful to take any action thereon until the same shall have been submitted to Parliament, and laid on the Table of both Houses for at least one calendar month.	151. In January of each year the Code shall be printed in such a form as to show separately all articles cancelled or modified, and all new articles since the last edition; and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

* This officer is now transferred to the establishment of the Admiralty. The increase of his duties in connexion with the Admiralty left no part of his time available for the service of the Committee of Council on Education.

APPENDIX II.

A copy of the following Supplementary Rules is sent to the correspondent of the School by the Inspector at the same time as notice of his visit (Article 16).

These Rules are printed in the Report of the Committee of Council on Education, 1863–4. pp. lxiv–lxvii.

Rule 1.—In column II. of the Examination Schedule, the names of the qualified scholars must be entered class by class, *beginning* with the *lowest* scholar in the *lowest* class.

Rule 2.—The entries in column VII. must show where one *class* ends and another begins. The number denoting each *class* is to be written only *once;* dots (" ") are to be put for each repetition of it, until the next higher class begins. There must be no intermixture of classes.

Rule 3.—The entries in column VIII *b.* will show where one *standard* ends and another begins. The number denoting each *standard* is to be written only once; dots (" ") are to be put for each repetition of it until the next higher

standard begins. There must be no intermixture of standards.*

Rule 4.—The end of each standard in column VIII *b.* *need not* (although, of course, it *may*) coincide with the end of each class in column VII.* Compare the entries opposite to No. 6 who ends a *class*, but not a *standard*; No. 8 who ends a *standard*, but not a *class*; No. 16, who ends *both* a class *and* a standard (this is preferable).

Rule 5.—The managers need not present all the scholars who in each class are qualified for examination by number of attendances; but those whom they present at all must be presented in the classes to which the school registers prove them to belong, unless they fall as "*Exceptions*" under Rule 6.

Rule 6.—The children who, for whatever reason, are presented under a lower standard than that which an examination of the school according to the above rules assigns to their class, must be entered *last* in the schedule under the title of "*Exceptions;*" otherwise, they will violate Rule 2 or 3. No child is to be placed among the "*Exceptions*" unless there is some special *excuse* for doing so, such as previous *illness*, &c. Primâ facie, every child who is not

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* In the following transcript of part of the Examination Schedule, Columns II., VII., and VIII *b.* are filled up, *by way of example*, according to Rules 2 and 3. Of course, the other Columns must not, *in practice*, be left blank; and the actual numbers, presented in each class, will generally be much larger.

I.	II.	III.	IV.		V.	VI.	VII.	VIII *a.*	VIII *b.*
Number.	Name.	Age (on next Birthday).	Date of Admission to this School.		Number of Attendances in the Year.	Occupation of Parent. LEAVE BLANK if the Parent (not employing Journeymen or Apprentices) supports himself by Manual Labour. *In other Cases, make an entry.*	In what class of School; *first* means *highest*.	Under what Standard LAST examined, enter I., II., III., &c. as case may require.	Under what Standard NOW to be examined, enter I., II., III., &c. as case may require.
			Year.	Month.					
1	John Jones						4th.		I.
2	Thomas Peters .						"		"
3	Henry Brown ..						"		"
4	Wm. Robinson .						"		"
5	Thomas Davies .						"		"
6	Robert Finch ..	.....	.....	.....	.....	.....	"	.....	"
7	Luke Williams .						3rd.		"
8	Simon Hunt ...	.....	.....	.....	.....	.....	"	.....	"
9	James Short ...						"		II.
10	Richard Rogers						"		"
11	Samuel Grant ..						2nd.		"
12	John Styles	.....	.....	.....	.....	Hucksterǂ	"		"
13	Henry Pigot....						"		"
14	Silas Wills						"		"
15	John Miller						"		"
16	Peter Downes ..	.....	.....	.....	.....	.....	"	.....	"
17	Charles Potts ..						1st.		III.

† *See* Rule 12. ‡ *See* Rule 10.

fit to be *examined* in its own class has been wrongly placed there *for instruction.*

Rule 7.—The inspector is directed to refuse to examine schools *wherein Rule* 2 *or* 3 *is violated.* He will in such cases proceed to inspect the school, and will report to the Committee of Council why he has left column IX. (*his Report on each candidate*) in the examination schedule blank.

Rule 8.—No grant will be paid to a school (not being one for evening scholars or infants only) unless one *class,*—*i.e.,* all who are to be examined as members of one class according to Rule 5,—be presented *at least as high* as standard III.

Rule 9.—A deduction of at least one-tenth will be made from the grant to a school (not being one for evening scholars or infants only) unless one *class,*—*i.e.,* all who are to be examined as members of one class, according to Rule 5,—be presented *above* standard III.

Rule 10.—Entries in column VI. have reference to Article 4 in the Revised Code,* and do not exclude children from the grant whose parents, though not supporting themselves by manual labour, yet are of *the same means and social level* as those who do so; such as shopkeepers who have only petty stocks, and employ no one but members of their own family.

Cases of doubt are to be determined according to the answers to one or more of the following inquiries:—

a. Does A. B. work for himself or for a master? If for himself, does he employ apprentices, or journeymen? This will apply to masons, carpenters, tailors, blacksmiths, mariners, fishermen, &c.

The class denoted by Article 4 supports itself by its own manual labour only, and not by profit on the labour of others.

b. Would it be unreasonable to expect him to pay 9*d.* per week for the schooling of each of his children?

This payment equals about 30*s.* per annum, the estimated cost (Royal Commissioners' Report, page 345) of elementary instruction in a day school.

c. Does he rank and associate with the working men or with the tradesmen of the place?

Simple policemen, coast-guards, and dock and railway porters may commonly be regarded as labouring men. But petty officers in those services, excisemen, pilots, and clerks of various kinds, present more difficulty, and must be

* The object of the grant is to promote the education of children belonging to the classes who support themselves by manual labour.

judged of according to the answers to the preceding inquiries.

Every occupation which does not fall within *the letter* of Article 4, should be entered in column VI., but *a well-marked line* should be drawn under those entries which are thought to fall within *the spirit* of Article 4. See No. 12, in specimen schedule, *suprà*.

Rule 11.—*To find the average number of scholars in attendance at a school for any period,* ADD TOGETHER the total number of attendances (see Rule 12) marked in the class registers within the period, and DIVIDE the sum BY the number of times which the school has been open within the same period; THE QUOTIENT is the average number in attendance.

This calculation should be made first for *the whole* school, and then *separately* for those scholars only who do *not* fulfil Article 4. See Rule 10, *suprà*, and note ‡ in pp. 2, 3, 4 of the Form IX. The *divisor* will be the same in both cases.

Rule 12.—Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction *less than two hours*, nor attendance at an evening meeting for any scholar who has been under instruction *less than one hour and a half* (Article 41). The class registers at each meeting of a school *must be marked, and finally closed before* the minimum time constituting an attendance *begins*. The inspector will inquire whether this rule has been observed. (Article 51, *d*).

Rule 13.—No child's name should be kept on the admission register after a fortnight's continuous absence without inquiry from the parents *whether the child has been withdrawn*. The names of children withdrawn (*whether they are so the answer of their parents will decide*) should be cancelled at once in the registers, and not included in the returns of *Age* and *Stay at School;* but the attendances (if any) opposite to such names in the class registers, must be counted under Rule 11, *suprà*, and the whole number of such names must be counted for the return "left in past year."

MINUTES.

INSPECTION AND EXAMINATION OF SCHOOLS IN SCOTLAND.

At the Council Chamber, Whitehall, 11 *June* 1864.

MINUTE BY THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION.

Read, and approved, the following draft letter of instructions to Her Majesty's Inspectors of Schools *in Scotland.*

Council Office, Downing Street,
London, S.W., 11 June 1864.

SIR,

THE Revised Code, so far as payments to elementary schools are concerned, is suspended *in Scotland* until 30 June 1865.

You will continue strictly to inspect and examine schools according to the forms and instructions of the Revised Code.

Your duty is the same as if the examination of children individually, according to Article 40 of the Revised Code, had been the prescribed method of inspection under the Code of 1860.

Augmentation, stipends, and gratuities will continue to be paid on your Report as under the Code of 1860, and will not be assessed at so much per child.

I have, &c.

(Signed) R. R. W. LINGEN.

SMALL RURAL SCHOOLS AND EVENING SCHOLARS.

At the Council Chamber, Whitehall, the 8th day of February 1865.

MINUTE BY THE RIGHT HONOURABLE THE LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

THEIR LORDSHIPS, having considered the means of extending the application of the Parliamentary Grant under Their Revised Code to Schools in small Parishes, and to Evening Scholars (Articles 38, 39),*

* 38. Schools may meet three times daily; viz., in the morning, afternoon, and evening.

39. Schools which do not meet more than once daily cannot receive grant

Resolved,—

(*A*.)

With regard to Schools in small rural Parishes.

1. That any number of schools fulfilling the conditions of Articles 4, 6, and 8,

(*a*.) Not being less than *two*, nor more than *six*;

(*b*.) Of which no one had, within *one and a half* miles of it, a population of more than *five hundred*;

(*c*.) Of which the aggregate number of scholars was not less than *forty* (annual average); and

(*d*.) Of which each had its own resident teacher;

might be united under the superintendence of one certificated master or mistress, who should spend *two* clear hours at the least in each week at each school during its ordinary time of meeting, or, if the number of united schools were less than *six*, such longer time per week as *twelve* hours divided among the united schools would give to each.

2. That the resident teacher of each of the united schools should not be required to be certificated.

3. That the superintending teacher must have been trained for two years in a Normal School (Article 94) under* Government inspection, must have been placed not lower than the third division in the examination (Articles 119 and 121)† at the end of the second year, and must have received a certificate after the usual probationary service (Articles 73 and 76).‡

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* 94. A normal school includes—
(*a*.) A college for boarding, lodging, and instructing candidates for the office of teacher in schools for the labouring classes; and
(*b*.) A practising department, in which such candidates may learn the exercise of their profession.

† 119. An examination of the resident students is held in December at the several colleges.
121. The students have a different examination according as they are males or females, or are at the end of a first or second year of residence.

‡ 73. Candidates for certificates, after successfully passing their examination, undergo probation (*that is to say*), they must, as teachers continuously engaged in the same schools, obtain two favourable reports from the inspector, with an interval of one year between them; and if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required.
76. If the second (or third) report is favourable, a certificate of the fourth class is issued.

4. That the day scholars of all the united schools should be required to be assembled once per annum, with their resident and superintending teachers, at some school-room under inspection, for examination by one of Her Majesty's inspectors, in the same manner as if they formed one school (Articles 16, 17).*

5. That the whole of the united schools should be represented by one official correspondent, and by one treasurer for the receipt of annual grants (Article 40).†

6. That the Revised Code should apply to the united schools, except that no pupil-teacher should be apprenticed (Article 81) in them; and that the resident teacher, as well as the superintending teacher, should join in keeping the log book (Articles 56–63) of each united school, and produce such log book to the inspector at the time of his visit.

(*B.*)

With regard to the Examination of Evening Scholars.

1. That the managers of any school to which annual inspection had already been promised (Article 16)* might apply in writing to the Committee of Council on Education, at any time not less than one month before the date at which the inspector's next visit was due, to be furnished with printed papers and instructions for holding an exami-

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16. The Committee of Council, at the time of agreeing to make annual grants to a school, informs the managers in what month to look for the inspector's annual visit. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

40. The managers of schools may claim at the end of each year, defined by Article 17 :

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at *the morning and afternoon* meetings of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at *the evening meetings* of their school.

(*b.*) For every scholar who has attended more than 200 morning or afternoon meetings of their school :—

1. If more than six years of age 8*s.*, subject to examination (Article 48).
2. If under six years of age 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 48).

nation of their evening scholars (Articles 38, 39)* on a day to be named in their application.

2. That the applicants should pledge themselves that (exclusively of all teachers of the candidates) at least two managers—or, if only one manager, then such manager, and at least one other responsible person—should be present during the whole of the examination, and should conduct it in every respect according to the instructions accompanying the examination papers.

3. That the examination papers should be sent to the managers under an official seal, and should not be unsealed except in the examination room, and in the presence of the candidates immediately about to use them.

4. That the written exercises, all of which must be upon paper, having been securely sealed up in the presence of the candidates before leaving the examination room, under the seals of the two persons holding the examination, should be forwarded, by the next post, to the Education Department, and transmitted thence to the inspector of the School.

5. That nothing in this Minute should affect the operation of Article 17,† and, therefore, that the exercises of the evening scholars transmitted to the inspector should not be returned by him to the Committee of Council except as part of his annual report on the whole school.

6. That only one examination per annum of evening scholars should be held, in pursuance of this Minute, in the same school.

7. That, to ensure the presence of a responsible manager to receive the examination papers, the managers of each school in which a special examination of evening scholars was to be held, should renew their application (*supra*, paragraph 1) every year to the Committee of Council.

8. That the inspector of the school should be at liberty without notice to attend at the time fixed for the examination, and to hold it in person.

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* 38. Schools may meet three times daily; viz., in the morning, afternoon, and evening.

39. Schools which do not meet more than once daily cannot receive grants.

† 17. Annual grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

ENDOWMENTS FOR EDUCATION.

At the Council Chamber, Whitehall, 1st May 1865.

MINUTE BY THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION.

Read,

So much of Articles 52 and 53[1] of the Revised Code (1865) as provides that "*the grant be reduced by the amount* " *of any annual endowment, but that, in certain small* " *schools, such reduction be suspended as long as the grant* " *and the endowment together do not make a sum total* " *exceeding the rate of* 15*s. per scholar, according to the* " *average number in attendance in the year defined by* " *Article* 17."*

Resolved,—

That the grant be not reduced in any school on account of any annual endowment as long as the grant and the endowment together do not make a sum total exceeding the rate of 15*s.* per scholar, according to the average number in attendance in the year defined by Article 17;* and that this modification of the Articles relating to endowments be incorporated in the next edition (*January* 1866) of the Code.

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* 16. The Committee of Council, at the time of agreeing to make annual grants to a school, informs the managers in what month to look for the inspector's annual visit. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

REVISED CODE (SCOTLAND).

At the Council Chamber, Whitehall, the 11th day of May 1865.

MINUTE BY THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION.

Read,

The following letter of inquiry from the Secretary of the Education Committee of the General Assembly of the Church of Scotland:

General Assembly Education Committee,
22, Queen Street, Edinburgh,
May 3, 1865.

Sir,

I am directed by the General Assembly's Education Committee to inquire whether it is resolved to suspend the application of the Revised Code to Scotland for another year. The Committee have to report to the General Assembly two weeks hence, and they will be expected to give some information on this point. They will accordingly be obliged by your replying to this inquiry.

I have the honour to be,
Sir,
Your obedient Servant,
(Signed) SIMON S. LAURIE.

The Secretary,
Committee of Council on Education.

Resolved,

That the following letter be addressed in reply to the Secretary of the Education Committee of the General Assembly of the Church of Scotland:—

(Copy.)

Education Department, Privy Council Office,
Downing Street, London, S.W.,
May 11, 1865.

Sir,

I have the honour to acknowledge the receipt of your letter of the 3d instant.

Their Lordships hope that the report of the Royal Commissioners, appointed to inquire into Education in Scotland,

will be presented to Parliament soon enough to enable action to be taken upon it before the end of the Session of 1866.

Their Lordships propose, therefore, to leave the inspection and examination of elementary Schools in Scotland, as prescribed by the Minute of 11th June 1864, without change; but to extend the period within which annual grants may be paid to such Schools according to the Code of 1860 to 30th June (inclusive) 1867.

This date includes twelve months after the end of the Session of 1866, in which the definitive scheme (whatever it may be) of grants to schools in Scotland is expected to be established, and relieves managers of Schools from the uncertainty under which they must otherwise be, after June next, respecting the kind and amount of grant to be expected by them at the end of their next school year. See Articles 17 and 18 in the Code of 1860, identical with Articles 16 and 17* in the Revised Code.

The inspection and examination of schools is prescribed in the Minute of 11th June 1864, as follows:—

"The Inspector will continue strictly to inspect and examine Schools according to the forms and instructions of the Revised Code.

"The Inspector's duty is the same as if the examination of children individually, according to Article 40 of the Revised Code, had been the prescribed method of inspection under the Code of 1860.

"Augmentation, stipends, and gratuities will continue to be paid on the Inspector's Report as under the Code of 1860, and will not be assessed at so much per child."

I have, &c.
(Signed) R. R. W. LINGEN.

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* 16. The Committee of Council, at the time of agreeing to make annual grants to a school, informs the managers in what month to look for the inspector's annual visit. The inspector gives notice of the day of his visit beforehand to the managers.

* 17. Annual grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

TABLES.

TABLES

(No. 1.)

EXPENDITURE FROM EDUCATION GRANTS.

(TABLE A.)—*Classified according to Object of Grant.*

						For Year ended 31 December 1864.			From 1839 to 31 December 1864.		
						£	s.	d.	£	s.	d.
1.	In augmentation of the Salaries of Certificated Schoolmasters and Schoolmistresses					25,272	12	3	945,819	0	9
2.	In Stipends of Pupil-Teachers and gratuities to the Schoolmasters and Schoolmistresses instructing them					41,220	7	1	2,607,858	16	1
3.	In Stipends to Assistant Teachers					1,764	16	8	64,371	8	4
4.	In Capitation in England and Wales					199	19	0	473,946	19	2
5.	In Stipends to Assistant Teachers in Night Schools					304	18	4	10,339	0	8
6.	In special Allowances for Drawing					132	15	0	9,529	19	8
7.	In Grants to Industrial Classes in connexion with Elementary Day Schools					147	6	1	101,105	19	6
8.	In Grants to Industrial Schools					32	8	6			
9.	In Pensions					625	0	0	6,405	11	8
11.	In building, enlarging, and furnishing School-houses, Elementary and Normal					28,305	16	10	1,583,985	4	2
—	In Books, Maps, Diagrams, and Scientific Apparatus								52,520	11	2
12.	In Grants to 40 separate Training Colleges					95,666	16	10	929,797	15	5
13.	In Annual Subsidies to School Societies in support of Training Colleges					500	0	0			
14.	Establishment:—										
	Office in London				£ 19,068 13 8						
	Inspection				49,937 9 0						
	Contingencies:—	£	s.	d.							
	Extra Copying and sundry Office disbursements	3,072	16	4							
	Poundage on Post Office Orders*	2,376	1	9	5,740 5 7						
	Pupil-Teachers' Indenture Stamps	291	7	6							
						74,744	8	3	819,928	16	11
15.	In Grants under the Revised Code					386,724	6	7	470,082	9	5
—	Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854								11,604	9	0
	Total					£655,041	11	5	8,087,296	1	11

* The whole of the Grants under heads 1 to 9, and 15, and the smaller Grants under 11, are paid by Post Office Orders.

Expenditure from Education Grants—*continued.*

(Table B.)—*Classified according to Denomination of Recipients.*

	For Year ended 31 December 1864.	Compared with Year ended 31 December 1863. Increase.	Compared with Year ended 31 December 1863. Decrease.	From 1839 to 31 December 1864.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Schools connected with—				
Church of England	374,440 3 0	- - -	41,951 13 0	4,830,166 4 11
British and Foreign School Society	61,821 13 7	- - -	9,636 19 10	719,959 2 0
On Wesleyan Schools	28,302 1 6	- - -	7,820 11 3	372,537 11 9
On Roman Catholic Schools (England and Wales)	26,450 14 7	- - -	3,426 15 1	284,438 10 3
On Parochial Union Schools	327 7 6	- - -	483 19 2	76,815 8 11
Scotland — On Schools connected with—				
Established Church	49,723 15 7	- - -	2,753 10 10	508,385 15 5
Free Church	32,253 19 6	- - -	7,643 13 6	394,929 7 2
Episcopal Church	4,646 12 2	169 18 10	- - -	43,487 0 4
Roman Catholic Schools	2,330 5 9	99 19 7	- - -	23,354 0 5
Other Schools	- - -	- - -	- - -	189 14 10
Establishment (as in Table A.)	74,744 8 3	6,497 0 0	- - -	819,923 16 11
Transferred in 1857 under head of Scientific Apparatus to account of Department of Science and Art, towards the expense of establishing the Educational Division of the Museum at Kensington	- - -	- - -	- - -	1,500 0 0
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total	£655,041 11 5	6,766 18 5	73,117 2 8	8,087,296 1 11

(No. 2.)

TABLE showing Number of CERTIFICATED TEACHERS *actually employed in teaching*; Number of ASSISTANT TEACHERS appointed under Minute of July 1852; and Number of PUPIL-TEACHERS under apprenticeship;—(*corrected to* 31 *December* 1864).

	Certificated Teachers.			Assistant Teachers.			Pupil-Teachers.																	
							1st Year.			2nd Year.			3rd Year.			4th Year.			5th Year.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
England - -	4,423	3,986	8,409	323	278	601	671	872	1,543	725	968	1,693	875	1,183	2,058	929	1263	2,192	876	1156	2,032	4,076	5,442	9,518
Wales - -	419	144	563	19	11	30	74	57	131	59	59	118	81	43	124	71	61	132	77	34	111	362	254	616
Isle of Man, and Channel Islands -	36	29	65	—	—	—	7	4	11	3	8	11	5	6	11	7	10	17	7	8	15	29	36	65
Scotland - -	1,252	520	1,772	49	8	57	132	78	210	290	163	453	320	151	471	235	155	390	281	157	438	1,258	704	1,962
Total -	6,130	4,679	10,809	391	297	688	884	1,011	1,895	1,077	1,198	2,275	1,281	1,383	2,664	1,242	1489	2,731	1,241	1855	2,596	5,725	6,436	12,161

(No. 3.)

The same TABLE re-arranged, to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1864, *classified denominationally*;—with Table showing Amount paid for CAPITATION GRANTS under Articles 172–183 of the Code of 1860, Number of Scholars on whom Grants were allowed, Number of Scholars in average Attendance in the same Schools, and Centesimal Proportion of Scholars on whom Grants were allowed to Number of Scholars in average Attendance; *from* 1854 to 30 *June* 1863, *inclusive*.

Schools connected with	Number of Certificated Teachers.			Number of Assistant Teachers.			Number of Pupil-Teachers.			Capitation Grants under Articles 172-183 of the Code of 1860, from 1854 to 30 June 1863.			
										Amount of Grants.	Number of Scholars		Centesimal Proportion of Scholars on whom Grants were allowed to Number of Scholars in average Attendance.
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.		On whom grants were allowed.	In average Attendance.	
										£ s. d.			
National Society or Church of England -	3,829	3,323	7,152	253	219	452	3,118	4,286	7,404	353,588 9 5	1,404,665	3,464,896	40·54
British and Foreign School Society -	613	376	989	82	26	108	763	744	1,507	64,228 11 3	266,339	609,369	43·7
Wesleyan Methodists' Conference - -	302	163	465	15	11	26	400	258	658	30,745 1 0	124,685	280,532	44·44
Roman Catholic Poor School Committee (*in England and Wales*) -	134	297	431	12	33	45	186	444	630	25,384 17 6	116,602	269,225	43·31
Church of Scotland - - - - -	767	311	1,078	29	2	31	754	378	1,132	—	—	—	—
Free Church in Scotland - - -	424	132	556	18	- -	18	411	168	579	—	—	—	—
Episcopal Church in Scotland - -	45	44	89	1	3	4	61	85	146	—	—	—	—
Roman Catholic Poor School Committee (*in Scotland*) - - - - - -	16	33	49	1	3	4	32	73	105	—	—	—	—
Total - - - - - -	6,130	4,679	10,809	391	297	688	5,725	6,436	12,161	473,946 19 2	1,912,291	4,624,022	41·35

(No. 4.)

TABLE showing Number of School-houses *built, enlarged,* or *improved,* with aid from Parliamentary Grants; Total Amount *granted;* Total Amount *subscribed by Promoters;* Total Amount *expended;* and Number of Children for whom *accommodation* has been provided;—*between Years* 1839 *and* 1863 *inclusive, and for Year* 1864.

FROM 1839 TO 31 DECEMBER 1863.

Denominations.	Number of School-houses* Built. Institutions.†	Number of departments comprised in those institutions.‡ Juvenile. Boys.	Girls.	Mixed.	Infants.	Residences.	Enlarged or improved.	Total Amount awarded out of Parliamentary Grants.	Total Amount subscribed by Promoters.	Total Amount expended.	Number of Children for whom New Schools have been built.§ Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Number of Children for whom existing Schools have been enlarged.§ Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Total Number of Children for whom accommodation has been created.§ Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.
								£ s. d.	£ s. d.	£ s. d.															
ENGLAND AND WALES.																									
National or Church of England Schools - -	3630	1525	1510	1686	873	2321	1734	1,077,220 8 7½	2,430,415 11 1	3,528,345 19 8½	189372	179004	170439	98218	637323	13536	11025	7218	11332	43141	203138	190119	177657	109550	680464
British and Foreign Schools	218	130	117	61	54	88	175	82,895 17 2½	140,866 8 9½	223,762 6 0½	20876	16931	7801	6689	52297	1495	1058	469	1058	4080	22371	17989	8270	8647	56977
Wesleyan Schools - -	122	36	36	81	28	90	38	75,199 10 6	130,348 11 8	205,548 2 2	7144	5771	16930	9043	38888	675	414	390	216	1695	7819	6185	17320	9259	40583
Roman Catholic Schools (in Great Britain) -	56	38	37	11	27	30	13	38,429 9 1	79,918 19 2	118,348 8 3	8113	7403	1213	3531	20260	62	118	–	85	265	8175	7521	1213	3616	20525
SCOTLAND.																									
Church of Scotland Schools - - -	203	55	75	116	16	106	45	55,964 19 2½	113,820 6 2	169,785 5 4½	8711	9480	11770	1459	31420	496	433	1031	84	2044	9207	9033	12801	1543	33484
Free Church, and other Schools not connected with Church of Scotland	158	46	47	105	11	94	51	34,659 14 9	70,055 18 4½	104,715 13 1½	5396	5062	12242	606	23306	621	389	527	177	1714	6017	5451	12769	783	25020
Episcopal Schools - -	6	4	3	1	1	7	3	3,851 1 6	6,592 14 7	10,443 16 1	546	746	211	96	1599	–	88	331	36	455	546	834	542	132	2054
Total - - -	4236	1843	1827	2061	1040	2736	2059	1,368,931 0 10½	2,992,018 9 10½	4,360,949 10 9	240358	224187	220606	119942	805093	16915	13545	9966	13588	54014	257273	237732	230572	133630	859107

FROM 1 JANUARY TO 31 DECEMBER 1864.

ENGLAND AND WALES.																									
National or Church of England Schools - -	81	29	24	44	29	57	59	23,031 11 9	84,802 15 0	107,854 6 9	4,732	5,435	5,200	3,226	16,593	685	436	275	490	1,886	5,417	3,871	5,475	3,716	18,479
British and Foreign Schools	3	2	2	1	–	2	3	1,902 16 9	1,200 12 11	2,993 9 8	250	234	149	–	633	75	–	–	–	75	325	234	149	–	708
Wesleyan Schools - -	1	1	1	–	–	1	1	440 0 0	994 4 9	1,434 4 9	187	187	–	–	374	–	–	–	–	–	187	187	–	–	374
Roman Catholic Schools (in Great Britain) -	1	1	1	–	1	1	–	835 4 6	1,928 14 1	2,763 18 1	147	133	–	67	347	–	–	–	–	–	147	133	–	67	347
SCOTLAND.																									
Church of Scotland Schools - - -	5	–	–	4	1	4	1	817 19 4	2,392 16 2	3,210 15 6	–	–	337	151	488	72	–	–	–	72	72	–	337	151	560
Free Church, and other Schools not connected with Church of Scotland	1	–	–	1	–	1	–	158 5 0	573 2 9	731 7 9	–	–	93	–	93	–	–	–	–	–	–	–	93	–	93
Total - - -	92	33	28	50	31	66	44	26,305 16 10	92,702 5 8	119,008 2 6	5,316	5,989	5,779	3,444	18,528	832	436	275	490	2,033	6,148	4,425	6,054	3,934	20,561

* Exclusive of Training Colleges.

‡ In which separate teachers are employed.

† Held in separate buildings, and separately managed.

§ At the rate of 8 square feet of superficial area per child.

‖ It must be noted that the figures in this group of columns are confined to those cases in which the *superficial area* of school-rooms has been *increased.* The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided *without any extension of area.*

The following Explanatory Table (4 *a*) includes all the Grants *awarded* between 1 January and 31 December 1864, towards the *erection, enlargement*, or *improvement* of School-buildings.

EXPLANATORY TABLE.

(No. 4 *a*.)

Denominations of Schools.	Number of Schools under each Denomination.	Number of Square Feet of Area provided in Schools.	Total Sum awarded.	Paid on same Awards before 31 Dec. 1864.	Not claimed before 31 Dec. 1864.
			£ s. d.	£ s. d.	£ s. d.
National or Church of England Schools - -	106	159,643	23,094 5 0	5,717 16 5	18,276 8 7
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - -	9	12,004	1,852 2 7	104 12 6	1,747 10 1
Roman Catholic Schools -	3	6,175	1,259 1 6	833 4 0	423 17 6
Schools in Scotland connected with Church of Scotland - - - -	10	9,129	1,416 14 3	—	1,416 14 3
Total - - -	128	166,951	28,522 3 4	6,657 12 11	21,864 10 5

MEMORANDUM.

A period of eighteen months from the date of each award is allowed for claiming the payment of Building Grants. Grants for improvement or enlargement may be claimed within nine months from the date of award. Beyond these periods the Committee of Council does not hold itself responsible for payments. From this arrangement it results that a great proportion of the Grants for building, enlargement, or improvements *paid* in each year was *awarded* in previous years. (*See two following Tables.*)

The following Explanatory Table (4 *b*) includes all the Building Grants *paid* between 1 January and 31 December 1864, whether awarded before or within that period.

EXPLANATORY TABLE.

(No. 4 *b*.)

Denominations of Schools.	Number of Schools under each Denomination.	Sums paid.
		£ s. d.
National or Church of England Schools (*Elementary*) - -	120	23,051 11 9
Ditto Ditto (*Normal*) - - -	1	2,000 0 0
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - - -	8	1,442 16 9
Roman Catholic Schools - - - - - - - - -	1	835 4 0
Schools connected with Church of Scotland - - - -	6	817 19 4
Schools *not* connected with Church of Scotland - - -	1	158 5 0
Total - - - -	137	28,305 16 10

The following Explanatory Table (4 *c*) includes all the Building Grants *remaining unpaid*, and which may be claimed within the year now current, in addition to those awarded within this year.

EXPLANATORY TABLE.

(No. 4 *c*.)

Denominations of Schools.	Number of Schools under each Denomination.	Grants for Buildings.
		£ s. d.
National or Church of England Schools - - - - -	86	19,105 19 10
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - - -	14	3,631 19 7
Roman Catholic Schools - - - - - -	2	423 17 6
Schools connected with Church of Scotland - - - -	12	1,648 18 0
Schools *not* connected with Church of Scotland - - - -	1	22 9 3
Total - - - -	115	24,833 4 2

*** The Parliamentary Estimate for Building Grants, in each year, is calculated with reference to the three foregoing Explanatory Tables.

EXTRACTS FROM THE GAZETTE.

INSPECTORS OF SCHOOLS.

(Copied from the London Gazette of 10 June 1864.)

At the Court at Windsor, the 10th day of June 1864;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Lords of the Committee of Council on Education, to order that Her Majesty's Assistant Inspectors of Schools should have the rank and title of Her Majesty's Inspectors of Schools.

EDMUND HARRISON.

At the Court at Windsor, the 10th day of June 1864;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on representations of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Charles Francis Routledge*, B.A., of King's College, Cambridge; the Reverend *Charles William King*, M.A., of Trinity College, Oxford; the Reverend *George French*, M.A., of Queen's College, Cambridge; and the Reverend *W. F. Tregarthen*, of King's College, London, to be four of Her Majesty's Inspectors of Schools.

EDMUND HARRISON.

(Copied from the London Gazette of 12 July 1864.)

At the Court at Windsor, the 9th day of July 1864;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *Henry Evelyn Oakeley*, Esq., of Jesus College, Cambridge, M.A., to be one of Her Majesty's Inspectors of Schools.

ARTHUR HELPS.

(Copied from the London Gazette of 4 November 1864.)

At the Court at Windsor, the 1st day of November 1864;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Claude Hubert Parez*, M.A., of Pembroke College, Cambridge, to be one of Her Majesty's Inspectors of Schools.

EDMUND HARRISON.

(Copied from the London Gazette of 10 March 1865.)

At the Court at Windsor, the 9th day of March 1865;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Augustus Vaughton Hudley*, M.A., of St. John's College, Cambridge, to be one of Her Majesty's Inspectors of Schools.

ARTHUR HELPS.

(Copied from the London Gazette of 19 May 1865.)

At the Court at Windsor, the 18th day of May 1865;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *David Thomas*, Vicar of Dwygyfylchi, Carnarvonshire, M.A., to be one of Her Majesty's Inspectors of Schools.

ARTHUR HELPS.

(Copied from the London Gazette of 10 March 1865.)

At the Court at Windsor, the 9th day of March 1865;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint the Right Honourable the Earl *de Grey and Ripon* one of Her Majesty's Principal Secretaries of State, and Her Majesty's Secretary of State for the Home Department for the time being, to be Members of the Committee of Council on Education.

ARTHUR HELPS.

(No. 2.)

STATISTICS OF INSPECTION—*continued.*

AGGREGATE ANNUAL INCOME and EXPENDITURE (*as returned by Managers*) of an ascertained Number of SCHOOLS as per Table on last preceding page.*

SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.

	DENOMINATIONS.	INCOME. From Endowment.	INCOME. From Voluntary Contributions.	INCOME. From School Pence.	INCOME. From Government.	INCOME. From other Sources.	INCOME. Total.	Average Income per Scholar in Attendance.†	EXPENDITURE. Salaries.	EXPENDITURE. Books and Apparatus.	EXPENDITURE. Miscellaneous.	EXPENDITURE. Total.	Average Expenditure per Scholar in Attendance.†	Number of Schools to which this Table refers.	Number of Children in average Attendance in those Schools.	NUMBER OF VOLUNTARY SUBSCRIBERS. Of 5*l.* and upwards.	Between 5*l.* and 1*l.*	Under 1*l.*
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.					
England and Wales.	Schools connected with *National Society*, or *Church of England*	30,909 14 10	226,268 5 9	231,383 1 11	80,356 8 1	76,118 16 4	645,038 6 11	1 1 3¾	466,124 9 1	36,187 15 10	160,188 6 5	662,500 11 4	1 2 0¼	4,558	600,422	7,747	52,745	51,798
	British, Wesleyan, and other Schools *not* connected with Church of England	2,246 3 2	40,198 18 5	77,499 13 4	20,963 0 8	12,612 14 6	153,520 10 1	0 19 11½	115,870 18 0	7,772 0 9	40,356 4 10	163,999 3 7	1 1 4	990	153,715	918	9,147	19,861
	Roman Catholic Schools	560 8 2	11,292 14 11	9,500 18 0	4,424 14 8	4,772 17 8	30,551 13 5	0 14 0	22,510 16 0	2,041 3 11	10,586 4 9	35,138 4 8	0 16 1	212	43,644	269	1,385	1,986
Scotland.	Schools connected with *Church of Scotland*	13,321 19 6	22,512 12 0	37,103 2 11	—	6,278 8 2	79,216 2 7	0 19 2¾	67,937 14 10	1,985 6 4	10,202 14 7	80,125 15 9	0 19 4	810	82,857	711	1,565	7,302
	Free Church Schools	472 1 6	11,060 7 4	20,291 7 2	—	3,858 12 4	35,682 8 4	0 16 7	30,541 6 9	605 13 7	4,801 4 2	35,948 4 6	0 16 8½	375	43,015	182	666	3,936
	Episcopal Schools	168 19 11	2,553 0 7	2,031 0 7	—	848 11 0	5,601 12 1	0 14 4½	4,133 14 1	200 4 8	1,234 4 0	5,568 2 9	0 14 3½	78	7,805	110	376	502
	Roman Catholic Schools	88 0 0	1,107 6 0	1,077 12 7	—	933 4 8	3,206 3 3	0 10 3¾	2,264 8 2	185 2 4	869 18 10	3,319 9 4	0 10 8	41	6,220	52	81	1,034
	Total	47,767 7 1	314,993 5 0	378,888 16 6	105,744 3 5	105,423 4 8	952,816 16 8	1 0 3¾	709,383 6 11	48,977 7 5	228,238 17 7	986,599 11 11	1 1 0½	7,064	937,678	9,989	65,965	86,419

SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY*.

England and Wales.	Schools connected with *National Society*, or *Church of England*	1,361 10 6	4,023 18 9	2,514 12 0	60 6 8	1,249 0 7	9,209 8 6	1 2 9	6,776 19 8	344 17 5	2,238 12 7	9,360 9 8	1 3 1½	141	8,097	132	607	390
	British, Wesleyan, and other Schools *not* connected with Church of England	60 1 4	318 16 2	253 6 2	—	99 14 5	731 18 1	1 1 11¼	569 0 10	11 11 8	195 14 7	776 7 1	1 3 3¼	12	667	11	53	13
	Roman Catholic Schools	—	60 0 0	5 5 9	—	2 8 0	67 13 9	3 1 6¼	60 0 0	—	0 18 0	60 18 0	2 15 4¼	1	22	—	—	—
Scotland.	Schools connected with *Church of Scotland*	—	101 12 6	121 0 7	—	61 19 1	284 12 2	1 1 3¾	264 1 0	1 0 0	20 6 4	285 7 4	1 1 4¼	5	267	2	—	23
	Free Church Schools	—	48 16 3	137 12 0	—	50 7 6	236 15 9	0 13 3¼	226 15 9	3 12 0	11 0 0	241 7 9	0 13 6¼	6	357	2	1	—
	Episcopal Schools	—	201 15 10	95 8 8	—	52 14 4	349 18 10	0 17 1½	269 13 8	6 4 3	67 13 3	343 11 2	0 16 9½	9	409	3	1	—
	Roman Catholic Schools	—	—	94 1 8	—	52 18 4	147 0 0	0 8 0½	80 0 0	1 0 0	66 0 0	147 0 0	0 8 0½	1	366	—	—	—
	Total	1,421 11 10	4,754 19 6	3,221 6 10	60 6 8	1,569 2 3	11,027 7 1	1 1 7¾	8,246 10 11	368 5 4	2,600 4 9	11,215 1 0	1 2 0¼	175	10,185	150	662	326

* The number of schools entered in the last preceding page is 7,273 (Annual Grants) + 618 (Simple Inspection) = 7,891; but from 209 (Annual Grants) + 443 (Simple Inspection) = 652 of them, no sufficient returns of income and expenditure have been received.

† This Table is compiled from Returns of which a part only, and that the smaller, part includes grants under the Revised Code. The averages are not accurate accounts either of the private expenditure only, or of the private and public expenditure taken together. All direct payments to teachers and pupil-teachers under the Code of 1860 are *excluded* as heretofore; the old Capitation Grants are *included* as heretofore; but a certain amount of payments under the Revised Code is *also included*, and this latter amount disturbs the comparison of the average with that of preceding years. This disturbance was inevitable in a year of transition.

(No. 3.)

TABLE showing COMPARATIVE ATTENDANCE of SCHOLARS at *same* School, from Year 1853 to 1864, in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars who have attended same School					
	Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over.
1853	47·82	21·	13·01	8·48	4·82	4·87
1854	42·	28·18	12·84	8·	4·75	4·23
1855	37·02	28·82	14·51	9·47	5·69	4·49
1856	42·02	22·65	15·14	9·72	5·78	4·69
1857	41·26	23·61	14·97	9·74	5·5	4·92
1858	38·81	22·66	16·29	10·48	6·54	5·22
1859	37·81	22·57	16·81	10·89	6·46	5·46
1860	35·98	21·92	16·97	11·55	7·11	6·47
1861	36·79	23·19	16·21	11·4	6·97	5·44
1862	37·43	21·17	16·86	12·09	7·27	5·18
1863	39·13	21·85	15·59	10·58	6·73	6·12
1864	38·15	22·18	15·51	10·57	6·86	6·73
Mean per-centage	39·52	23·31	15·39	10·25	6·21	5·32

(No. 4.)

TABLE showing COMPARATIVE AGE of SCHOLARS in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars aged												Total Per-centage under Ten Years of Age.
	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	
1850*	-	-	-	-	-	14·13	13·62	12·54	10·	6·84	4·24	3·55	63·83
1851*	-	-	-	-	-	14·94	14·09	12·73	9·36	7·19	4·12	3·35	63·25
1852*	-	-	-	-	-	14·73	13·98	12·56	10·31	7·85	4·61	3·96	60·71
1853*	-	-	-	-	14·19	14·65	13·72	11·81	9·02	6·24	3·44	1·86	67·63
1854*	-	-	-	-	13·67	13·84	13·62	11·34	8·72	5·86	3·28	2·04	68·76
1855	2·98	4·59	7·18	10·75	13·26	14·15	13·65	12·03	8·99	6·44	3·64	2·34	66·56
1856	6·08	7·15	9·35	11·4	12·76	11·94	11·74	10·47	7·93	5·77	3·29	2·14	70·4
1857	6·58	7·89	10·05	12·21	12·4	11·94	11·03	9·91	7·7	5·26	3·04	1·99	72·1
1858	5·45	7·22	9·3	11·84	12·7	12·26	11·56	10·2	7·98	5·8	3·4	2·29	70·33
1859	5·07	7·1	9·7	12·04	12·48	12·22	11·81	10·16	7·82	5·88	3·33	2·39	70·42
1860	5·36	7·26	9·75	11·6	12·48	12·26	11·91	10·05	7·99	5·7	3·29	2·35	70·62
1861	5·09	7·43	9·94	11·97	12·75	12·08	11·55	10·45	7·7	5·81	2·95	2·28	70·81
1862	5·47	7·38	9·66	11·7	12·92	11·68	11·26	9·75	8·37	6·17	3·22	2·42	70·07
1863	6·41	7·45	9·56	11·55	12·77	11·85	11·42	10·19	7·99	5·81	3·1	1·9	71·01
1864	6·11	7·38	9·8	10·86	12·84	11·87	11·57	10·31	8·11	5·97	3·25	1·93	70·43
Mean per-cent.	42·99					12·97	12·44	10·97	8·53	6·17	3·48	2·45	68·4

The returns for these years *do not* distinguish the ages of children under eight years.

(No. 5.)

STATISTICS OF INSPECTION—*continued.*

Schools aided with Annual Grants in the Year ending 31 August 1864.

	Denominations.	Returned by Managers as belonging to Agricultural Population.						Returned by Managers as *not* belonging to Agricultural Population.						Returned by Managers as belonging to Mixed Population.					
		Number of Schools.	Number of Scholars in average Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.	Number of Schools.	Number of Scholars in average Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.	Number of Schools.	Number of Scholars in average Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.
						£ s. d.	s. d.					£ s. d.	s. d.					£ s. d.	s. d.
England and Wales.	Schools connected with *National Society*, or *Church of England* - -	2,342	180,195	2,758	1,564	81,837 1 5	9 0¾	1,536	333,915	2,868	4,468	143,321 7 5	8 7	785	104,850	1,164	1,136	45,918 8 7	8 9½
	British, *Wesleyan*, and other Schools *not* connected with Church of England -	306	27,695	341	318	12,434 4 7	8 11¾	516	105,953	848	1,549	47,629 0 10	8 11¾	191	25,469	259	303	11,638 3 1	9 1½
	Roman Catholic Schools -	39	2,792	49	26	1,260 17 11	9 2	155	89,515	273	508	15,021 13 7	7 7	21	2,758	33	35	1,245 14 11	9 0
Scotland.	Schools connected with *Church of Scotland* -	404	25,317	403	218	10,363 1 6	8 2¾	819	51,461	425	696	20,268 6 4	7 10½	144	13,601	155	163	5,863 5 4	8 7¾
	Free Church Schools -	156	9,905	153	87	4,566 15 10	9 2¾	149	26,075	228	297	11,652 17 10	8 11¾	87	9,076	107	109	4,281 16 3	9 5¾
	Episcopal Schools - -	29	1,877	26	31	877 18 4	9 4¾	44	5,448	48	95	2,429 1 9	8 11	9	778	11	10	377 13 4	9 8¾
	Roman Catholic Schools -	9	619	11	9	240 13 4	7 9¾	26	6,059	33	77	1,661 17 10	5 5¾	6	823	6	13	283 8 11	6 10½
	Total - -	3,285	248,400	3,741	2,253	111,600 12 11	8 11¾	2,745	568,426	4,723	7,690	241,984 5 7	8 6	1,243	156,855	1,729	1,769	69,608 5 5	9 0

Salaries of Teachers (certificated as compared with *uncertificated*).

DENOMINATIONS.	SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS. MASTERS. Certificated. Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	*Uncertificated.* Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	MISTRESSES. Certificated. Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	*Uncertificated.* Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
England Scotland and Wales. Schs. connected with *N. S.* or *Ch. of E.*	£ 86 14 2	3,460	2,292	£ 50 15 0	19	12	£ 57 18 1	2,212	1,187	£ 37 15 6	48	30
B., W., and other schs. not connected with *C. of Eng.*	98 3 11	854	280	71 16 7	9	2	64 18 11	313	72	37 5 0	4	2
Rom. Cath. schools	88 10 6	94	34	48 6 8	1	—	59 5 5	174	84	25 0 0	1	—
Schools connected with *Ch. of Scot.*	97 18 2	650	488	79 9 0	12	7	55 6 3	244	147	43 18 10	13	6
Free Ch. schools	90 12 10	346	198	56 4 2	7	3	56 10 2	78	42	36 8 6	6	1
Episcopal schools	80 14 1	42	20	30 0 0	1	1	54 17 0	38	20	34 17 6	4	2
Rom. Cath. schools	77 7 10	17	8	—	—	—	60 1 4	29	14	—	—	—
Total	90 4 6	5,463	3,320	61 19 0	49	25	58 8 9	3,088	1,566	38 6 2	76	41

(*continued.*)

DENOMINATIONS.	SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS. INFANTS' MISTRESSES. Certificated. Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	*Uncertificated.* Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	SCHOOLS VISITED FOR SIMPLE INSPECTION ONLY. MASTERS. Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	MISTRESSES. Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	INFANTS' MISTRESSES. Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.
England Scotland and Wales. Schs. connected with *N. S.* or *Ch. of E.*	£ 53 16 7	831	390	£ 33 0 9	143	61	£ 46 15 3	83	38	£ 30 15 4	59	22	£ 35 9 5	7	3
B., W., and other schs. not connected with *C. of Eng.*	58 18 0	181	39	37 9 7	22	2	55 0 3	8	2	20 0 0	1	—	27 7 6	2	2
Rom. Cath. schools	53 11 10	60	29	27 0 0	10	5	60 0 0	1	—	—	—	—	—	—	—
Schools connected with *Ch. of Scot.*	48 12 4	18	5	42 0 0	2	1	54 0 2	5	3	—	—	—	—	—	—
Free Ch. schools	59 14 9	29	4	—	—	—	38 3 2	5	2	36 0 0	1	—	—	—	—
Episcopal schools	52 10 0	4	2	—	—	—	32 7 0	5	4	23 4 8	4	—	—	—	—
Rom. Cath. schools	47 6 8	3	1	—	—	—	80 0 0	1	1	—	—	—	—	—	—
Total	54 13 7	1,126	470	33 7 0	177	69	47 1 6	108	50	30 4 5	65	22	33 13 5	9	5

(No. 7.)

STATISTICS OF INSPECTION—*continued.*

SCHOOL FEES.*

Denominations.		Schools visited on account of Annual Grants.							Schools visited for Simple Inspection only.						
		Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week.					Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week.				
				One Penny and less than Two-pence.	Two-pence and less than Three-pence.	Three-pence and less than Four-pence.	Fourpence.	Over Four-pence.			One Penny and less than Two-pence.	Two-pence and less than Three-pence.	Three-pence and less than Four-pence.	Fourpence.	Over Four-pence.
England and Wales.	Schools connected with *National Society*, or *Church of England* -	4,449	795,571	30·03	47·93	14·86	5·44	1·74	94	7,838	44·34	41·85	8·11	4·11	1·59
	British, Wesleyan, and other Schools *not* connected with Church of England - - -	970	200,079	16·42	38·44	23·01	16·93	5·2	13	954	18·55	50·21	19·39	4·51	7·34
	Roman Catholic Schools -	204	44,917	53·13	37·54	5·68	3·	·65	—	—	—	—	—	—	—
Scotland.	Schools connected with *Church of Scotland* -	768	86,373	15·06	36·51	31·09	10·18	7·16	2	96	7·29	39·58	47·92	—	5·21
	Free Church Schools -	364	45,885	10·79	38·15	30·76	9·7	10·6	4	325	63·08	20·92	16·	—	—
	Episcopal Schools - -	74	8,300	43·43	40·08	11·81	4·54	·14	6	277	52·35	37·91	5·41	3·61	·72
	Roman Catholic Schools	36	4,696	53·6	31·15	14·8	·45	—	1	309	37·86	38·84	23·3	—	—
	Total - -	6,865	1,185,821	26·96	44·6	17·86	7·78	3·	120	9,799	42·1	41·74	10·27	3·83	2·06

* Extract from the Report of the Registrar General, on the Census of 1851, p. xxiii., with reference to Education :—

"*Children of the labouring classes are employed at an early age,—some permanently, others temporarily,—at a rate of recompense which, though apparently but trifling, is sufficient for their maintenance, and more than sufficient to induce their parents to remove them from School. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from* 1s. 6d. *to* 2s. *per week) must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement, and retain the child at School in the face of such temptation. And this inducement will be almost equally powerful whether or not the School be one where payments from the children are required. It is, not for the sake of* saving a penny *per week, that a child is transferred from the School to the factory or the fields: but, for the sake of* gaining a shilling or eighteenpence *per week, and the mere opportunity of saving the penny by sending the child to a* free *school would not restrain the parents from making a positive addition to their weekly income, if the absence of the child from School could ensure it.*"

(No. 8.)

Statistics of Inspection under Revised Code, from 1st September 1863 to 31st August 1864.

Attendance, Examination, and Results of Examination.

	Denominations.	Number of Children in Average Attendance.				Standard I.									Standard II.								
						Number of Children presented for Examination.			Number of those Children.						Number of Children presented for Examination.			Number of Children					
									Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
		Boys or Mixed under Masters.	Girls or Mixed under Mistresses	Infants.	Total.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
	Day Schools.																						
England and Wales.	Schools connected with *National Society*, or *Church of England*	322,800	169,344	106,567	599,211	134,569	10,680	145,249	118,947	123,214	107,030	26,302	22,035	38,219	69,183	33,147	102,330	89,881	95,027	74,654	12,499	7,303	27,676
	British, *Wesleyan*, and other Schools *not* connected with Church of England	101,893	32,133	22,183	156,209	34,346	3,340	37,686	31,914	32,940	28,833	5,772	4,746	8,853	16,763	9,052	25,815	23,649	24,520	20 331	2,166	1,295	5,484
	Roman Catholic Schools	12,120	17,255	9,592	38,967	8,674	890	9,564	7,187	7,590	6,782	2,377	1,974	2,782	3,500	1,769	5,269	4,528	4,926	3,321	741	663	1,948
Scotland.	Schools connected with *Church of Scotland*	24,675	3,904	1,192	29,771	6,411	353	6,764	5,721	3 892	3,853	1,043	2,872	2,911	3,418	1,200	4,678	4,096	3.755	2,586	582	923	2,092
	Free Church Schools	12,602	1,575	1,303	15,480	3,333	213	3,566	3,119	2,119	1,991	447	1,447	1,575	1,597	729	2,326	2,191	2,085	1,730	135	241	596
	Episcopal Schools	1,071	1,174	—	2,245	478	19	497	392	319	308	105	148	99	271	82	353	270	294	281	83	59	72
	Roman Catholic Schools	576	99	—	675	160	20	180	123	99	94	57	81	86	72	42	114	99	101	61	15	13	53
	Total Day Schools	475,737	225,984	140,837	842,558	187,991	15,515	203,506	167,403	170,203	148,981	36,103	33,303	54,525	94,804	46,081	140,885	124,664	130,388	102,964	16,221	10,497	37,921
	Evening Schools.																						
England and Wales.	Schools connected with *National Society*, or *Church of England*	15,205	3,389	—	18,594	—	2,718	2,718	2,189	2,077	2,375	529	641	345	—	3,476	3,476	3,131	3,221	2,635	345	255	841
	British, *Wesleyan*, and other Schools *not* connected with Church of England	2,055	550	—	2,605	—	288	288	237	235	260	51	53	28	—	397	397	362	374	316	35	26	78
	Roman Catholic Schools	1,574	3,208	—	4,782	—	1,470	1,470	903	882	980	567	588	490	—	966	966	795	768	516	171	198	450
Scotland.	Schools connected with *Church of Scotland*	411	139	—	550	—	28	28	16	17	21	12	11	7	—	43	43	29	28	30	14	15	13
	Free Church Schools	104	138	—	242	—	59	59	51	18	26	8	41	33	—	54	54	50	43	31	4	11	23
	Episcopal Schools	66	47	—	113	—	16	16	12	10	11	4	6	5	—	38	38	29	31	32	9	7	6
	Roman Catholic Schools	188	56	—	244	—	84	84	59	50	55	25	34	29	—	48	48	43	41	30	5	7	18
	Total Evening Schools	19,603	7,527	—	27,130	—	4,663	4,663	3,467	3,289	3,728	1,196	1,374	935	—	5,022	5,022	4,439	4,503	3,593	583	519	1,429

(No. 8.)—Statistics of Inspection under Revised Code, from 1 September 1863 to 31 August 1864—*continued.*

Attendance, Examination, and Results of Examination—*continued.*

Denominations.	Standard III.									Standard IV.								
	Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																		
England and Wales. Schs. connected with *N.S.*, or *Ch. of E. B.*, *W.*, and other	30,096	47,652	77,748	71,669	68,402	61,482	6,079	14,286	16,266	6,693	50,842	57,535	54,715	45,363	45,050	2 820	12,172	12,485
England and Wales. Schs. *not* connected with Ch. of E.	7,722	14,115	21,837	20,694	19,395	18,347	1,143	2,442	3,490	3,022	14,411	17.433	16,762	14,948	15,407	671	2,485	2,026
England and Wales. *Rom. Cath.* Schools	1,411	2,382	3,793	3,363	3,021	2,575	430	772	1,218	302	2,464	2,766	2,584	1,953	1,951	182	813	815
Scotland. Schools connected with *Ch. of Scot.*	1,487	2,192	3,679	3,347	2,637	2,678	332	1,042	1,001	361	2,494	2,855	2,617	1,935	2,032	238	920	823
Scotland. *Free Ch.* Schools	750	1,190	1,940	1,810	1,561	1,544	130	379	396	196	1,553	1,749	1,703	1,355	1,431	46	394	318
Scotland. *Episcopal* Schools	139	200	339	278	280	234	61	59	105	32	180	212	185	143	156	27	69	56
Scotland. *Rom. Cath.* Schools	21	35	56	54	46	36	2	10	20	4	39	43	42	36	33	1	7	10
Total Day Schools	41,626	67,766	109,392	101,215	90,402	86,896	8,177	18,990	22,496	10,610	71,983	82,593	78,608	65,733	66,060	3,985	16,860	16,533
Evening Schools.																		
England and Wales. Schs. connected with *N. S.*, or *Ch. of E. B.*, *W.*, and other	—	2,691	2,691	2,539	2,156	2,173	152	535	518	—	1,530	1,530	1,484	1,236	1,254	46	294	276
England and Wales. Schs. *not* connected with Ch. of E.	—	446	446	399	379	354	47	67	92	—	291	291	285	256	249	6	35	42
England and Wales. *Rom. Cath.* Schools	—	683	683	627	477	415	56	206	268	—	281	281	265	173	165	16	108	116
Scotland. Schools connected with *Ch. of Scot.*	—	67	67	47	34	57	20	33	10	—	13	13	13	10	13	—	3	—
Scotland. *Free Ch.* Schools	—	21	21	20	15	15	1	6	6	—	15	15	14	10	14	1	5	1
Scotland. *Episcopal* Schools	—	27	27	20	22	19	7	5	8	—	7	7	7	6	5	—	1	2
Scotland. *Rom. Cath.* Schools	—	40	40	37	26	18	3	14	22	—	30	30	27	17	16	3	13	14
Total Even. Schools	—	3,975	3,975	3,689	3,109	3,051	286	866	924	—	2,167	2,167	2,095	1,708	1,716	72	459	451

(No. 8.)—Statistics of Inspection under Revised Code, from 1 September 1863 to 31 August 1864.—*continued.*

Attendance, Examination, and Results of Examination—*continued.*

Denominations.	Standard V.									Standard VI.								
	Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																		
England and Wales. Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other	310	8,151	8,461	7,884	7,049	6,679	577	1,412	1,782	87	1,811	1,898	1,708	1,602	1,447	190	296	451
England and Wales. Schs. *not* connected with Ch. of E.	162	4,535	4,697	4,553	4,325	4,321	144	372	376	27	1,282	1,309	1,266	1,205	1,178	43	104	131
England and Wales. *Rom. Cath.* Schools	6	248	254	234	202	194	20	52	60	—	69	69	56	41	44	13	28	25
Scotland. Schools connected with *Ch. of Scot.*	42	1,102	1,144	1,049	904	920	95	240	224	4	367	371	352	324	309	19	47	62
Scotland. *Free Ch.* Schools	17	722	739	729	653	647	10	56	92	1	142	143	138	109	122	5	34	21
Scotland. *Episcopal* Schools	2	35	37	34	28	34	3	9	3	—	4	4	3	3	3	1	1	1
Scotland. *Rom. Cath.* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total Day Schools	539	14,793	15,332	14,483	13,161	12,795	849	2,171	2,537	119	3,675	3,794	3,523	3,284	3,103	271	510	691
Evening Schools.																		
England and Wales. Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other	—	159	159	155	122	104	4	37	55	—	77	77	74	62	54	3	15	23
England and Wales. Schs. *not* connected with Ch. of E.	—	88	88	83	80	75	5	8	13	—	53	53	50	48	38	3	5	15
England and Wales. *Rom. Cath.* Schools	—	8	8	7	6	8	1	2	—	—	5	5	3	3	4	2	2	1
Scotland. Schools connected with *Ch. of Scot.*	—	24	24	20	12	17	4	12	7	—	—	—	—	—	—	—	—	—
Scotland. *Free. Ch.* Schools	—	—	—	—	—	—	—	—	—	—	8	8	7	8	7	1	—	1
Scotland. *Episcopal* Schools	—	6	6	3	2	2	3	4	4	—	—	—	—	—	—	—	—	—
Scotland. *Rom. Cath.* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total Even. Schools	—	285	285	268	222	206	17	63	79	—	143	143	134	121	103	9	22	40

(No. 8.)—Statistics of Inspection under Revised Code, from 1 September 1863 to 31 August 1864.—*continued.*

Attendance, Examination, and Results of Examination—*continued.*

Denominations.	Total. (Standards I. to VI. inclusive.)									Passes on Attendance only. Infants under 6. Article 40b. (2).	Total Number of Passes deducted *not* fulfilling Article 4.	Total Average Attendance deducted *not* fulfilling Article 4.	Per-centage of Failures* (confined to Children above 10 Years of Age) under each Standard.					
	Number of Children presented for Examination.			Number of those Children														
				Who passed in			Who failed to pass in											
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.				Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Day Schools.																		
England and Wales. Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other	240,938	152,283	393,221	344,754	335,717	296,342	48,467	57,504	96,879	98,420	22,001	3,329	28·92	30·76	33·6	33·16	32·43	33·51
England and Wales. Schs. *not* connected with Ch. of E.	62,042	46,735	108,777	98,838	97,333	88,417	9,939	11,444	20,360	22,682	9,655	1,215	26·97	25·2	24·21	23·72	14·92	16·92
England and Wales. *Rom. Cath.* Schools	13,893	7,822	21,715	17,952	17,413	14,867	3,763	4,302	6,848	12,519	401	48	36·06	44·2	41·85	42·41	31·04	44·92
Scotland. Schools connected with *Ch. of Scot.*	11,723	7,768	19,491	17,182	13,447	12,378	2,309	6,044	7,113	3,318	—	—	47·3	46·9	39·5	44·34	32·48	20·98
Scotland. *Free Ch.* Schools	5,914	4,549	10,463	9,690	7,882	7,475	773	2,581	2,998	1,339	—	—	50·23	31·96	31·85	31·29	20·5	38·73
Scotland. *Episcopal* Schools	922	520	1,442	1,162	1,097	1,106	280	345	336	459	—	—	57·89	36·58	44·5	43·88	25·71	25·
Scotland. *Rom. Cath.* Schools	257	136	393	318	282	224	75	111	169	51	—	—	35·	50·	34·28	28·2	—	—
Total Day Schools	335,089	219,813	555,502	489,896	473,171	420,799	65,606	82,341	134,703	138,788	32,057	4,592	29·66	30·67	32·13	31·96	26·45	26·88
Evening Schools.																		
England and Wales. Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other	—	10,651	10,651	9,572	8,874	8,593	1,079	1,777	2,058	—	111	—	34·91	30·52	30·69	29·47	40·88	37·66
England and Wales. Schs. *not* connected with Ch. of E.	—	1,563	1,563	1,416	1,369	1,295	147	194	268	—	15	—	30·02	29·47	27·57	21·64	21·59	28·3
England and Wales. *Rom. Cath.* Schools	—	3,413	3,413	2,600	2,309	2,088	813	1,104	1,325	—	8	—	61·5	57·86	50·12	56·58	25·	40·
Scotland. Schools connected with *Ch. of Scot.*	—	175	175	125	101	138	50	74	37	—	—	—	64·28	48·83	58·2	23·07	66·66	—
Scotland. *Free Ch.* Schools	—	157	157	142	94	93	15	63	64	—	—	—	72·88	55·55	38·09	33·37	—	25·
Scotland. *Episcopal* Schools	—	94	94	71	71	71	23	23	22	—	—	—	50·	39·47	40·74	28·57	66·66	—
Scotland. *Rom. Cath.* Schools	—	202	202	166	134	119	36	68	83	—	—	—	63·09	41·66	57·5	50·	—	—
Total Even. Schools	—	16,255	16,255	14,092	12,952	12,397	2,163	3,303	3,858	—	134	—	44·22	36·3	34·59	32·21	37·19	33·56

* *i.e.* children who failed to pass *completely*.

EXTRACT from the REVISED CODE, showing what are the STANDARDS of EXAMINATION.

Article 48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading -	Narrative in monosyllables	One of the narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing -	Form on black-board or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic-	Form on black-board or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10, orally, from examples on black-board.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

(No. 9.)

STATISTICS of INSPECTION under REVISED CODE, from 1 September 1863 to 31 August 1864—*continued.*

GRANTS.*

Denominations.	Day Schools, Article 40 (*a.*), (*b.*)†				Evening Schools, Article 40 (*a.*), (*c.*)†		
	Amount of Grants awarded on				Amount of Grants awarded on		
	Examination.	Attendance. Average.	Attendance. Infants under 6.	Total.	Examination.	Average Attendance.	Total.
ENGLAND AND WALES.*	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Schools connected with *Nat. Society* or *Ch. of England* -	123,298 15 2	113,523 10 3	29,910 17 10	266,733 3 3	2,184 9 4	2,102 12 2	4,287 1 6
Brit., Wes., and other Schools *not* connected with Ch. of Eng.	34,937 7 0	29,382 6 11	6,946 7 6	71,266 1 5	286 4 8	288 11 0	574 15 8
Roman Catholic Schools -	6,390 14 11	7,181 11 8	1,913 2 7	15,485 9 2	573 18 2	577 5 5	1,151 3 7
Total - £	164,626 17 1	150,087 8 10	38,770 7 11	353,484 13 10	3,044 12 2	2,968 8 7	6,013 0 9

* Grants to elementary schools under Revised Code are *confined* to *England* and *Wales*. Grants to elementary schools in *Scotland* will continue to be awarded under Code of 1860 until 30 June 1865; but the schools will in the meantime be inspected, and the children examined according to the forms and instructions of the Revised Code. (*Minute*, 11 *June* 1864.)

† Article 40. The managers of schools may claim at the end of each year, defined by Article 17:—

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at *the morning and afternoon* meetings of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at *the evening meetings* of their school.

(*b.*) For every scholar who has attended more than 200 morning or afternoon meetings of their school:—

1. If more than six years of age 8*s.*, subject to examination (Article 48).
2. If under six years of age 6*s.* 6*d.* subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 48).

(No. 10.)

Statistics of Inspection under Revised Code from 1 September 1863 to 31 August 1864—*continued.*

Table showing the effect of Articles 51–54 on Grants to 5,870 Schools (*Institutions*), with an average Attendance of 820,368 Children; 794,387 in Day Schools, and 25,981 in Night Schools.

Denominations.	Amount of Grants allowable under Articles 40–47 for Attendance and Examination only. (1).	Amount of addition to Grants as per Column (1), under Article 54. (2).	Amount of Reduction of Grants as per Column (1). (3).						Total Amount of Reduction.	Net Amount of Grant paid.
			Under Article 51*b*.	Under Article 52*a*	Under Article 52*b*.	Under Article 52*c*. (1).	Under Article 52*c*. (2).	Under Article 52*d*.		
England and Wales. Day Schools:	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Schools connected with *Nat. Society* or *Ch. of England* -	266,733 3 3	5,421 10 0	1,079 14 8	1,781 11 5	1,257 18 7	1,052 3 10	7 1 6	453 18 4	5,632 8 4	266,522 4 11
Brit., Wes., and other schools *not* connected with Ch. of Eng.	71,266 1 5	996 2 8	253 2 0	265 19 1	367 10 0	213 11 1	- - -	92 12 1	1,192 14 3	71,069 9 10
Roman Catholic Schools -	15,485 9 2	683 11 9	68 6 3	187 15 10	73 6 8	123 15 6	- - -	- - -	453 4 3	15,715 16 8
Total Day Schools - £	353,484 13 10	7,101 4 5	1,401 2 11	2,235 6 4	1,698 15 3	1,389 10 5	7 1 6	546 10 5	7,278 6 10	353,307 11 5
Evening Schools:										
Schools connected with *Nat. Society* or *Ch. of England* -	4,287 1 6	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	4,287 1 6
Brit., Wes., and other Schools *not* connected with Ch. of Eng.	574 15 8	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	574 15 8
Roman Catholic Schools - -	1,151 3 7	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	1,151 3 7
Total Evening Schools - £	6,013 0 9	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	6,013 0 9

Article 54. Pupil-teachers admitted before 30th June 1862, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

The grant is reduced,—

Article 51*b*. By the amount due for the portion of the year defined by Article 17, during which the principal teacher was not duly certificated (Article 67).

Article 52*a*. By not less than one-tenth or more than one-half in the whole, upon the inspector's report, for faults of instruction* or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

Article 52*b*. By sums of 10*l*. for every 40 or 80, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively. The forfeiture is reduced from 10*l*. to 5*l*. if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Article 52*c*. By its excess above,—

(1.) The amount of school fees and subscriptions; or,
(2.) The rate of 15*s*. per scholar according to the average number in attendance } in the year defined by Article 17.

Article 52*d*. By the amount of any annual endowment (Article 93[3].)

* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. H. W. BELLAIRS, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* BERKS *and* OXFORD.

MY LORDS,

The Revised Code.

IN commencing my Report, I wish to speak first of the Revised Code. It has certainly materially altered my work, increased the labour and worry of inspection, but given it a definite aim and object, which more than compensates to me for the extra trouble imposed. Under the former Code the syllabus of work in many schools was so wide and pretentious that it was no easy matter to examine in all the subjects presented. This led to a system of inductive conclusions in, at all events, those schools in which it was impracticable to test accurately the professed amount of work done. But having consented to report inductively upon one class of schools, the natural inference was that the same rule should be applied to all, and in consequence of this, with, I trust, really good intentions in the matter, and with, I believe, tolerably accurate conclusions, I must admit that my reports upon many schools were rather approximations to accuracy than accuracy itself. In requiring the children to produce a certain amount of attainment within strictly defined limits, your Lordships have enabled me to report with all but absolute certainty upon, at all events, the attainments required, and to apply praise or blame with an amount of firmness and resolution, which under the former Code I ventured to do only when my inductions amounted to moral certainty.

Its effects on the duties of Her Majesty's Inspectors.

Again, under the Revised Code I feel strongly the advantage of being able to recommend grants in exact proportion to work done. Hitherto the question was all or none, and under a sense of the really tremendous penalty of refusing grants to a school, perhaps struggling for existence from low funds, I have frequently refrained from recommending a course which would have ruined the teacher and closed the school. The mischief of this was very great. An indifferent teacher acquired a sense of impunity from frequent escapes. The inspection failed to improve. The school maintained a low level, and its unsatisfactory condition became chronic.

Again, under the old Code an Inspector had no power to insist upon the relative amount of time and labour for different subjects. He could possibly bring a teacher gradually to understand that unless the necessary elementary subjects were perfectly taught, he would not secure a good report of his school. But as soon as the teacher had learnt this he would be off, perhaps, to another school, succeeded by one who came from a district where the same amount of importance to elementary subjects was not insisted upon, and so in spite of all attempts to preserve a proper proportion in teaching, an Inspector would regret to observe a large amount of wasted time and industry from mistaken notions of the relative value of the lessons.

Its effects upon managers.

Of the effects of the Revised Code upon managers: making them personally more responsible for the payments to the masters, mistresses, and pupil-teachers, it has made them practically more attentive to the condition of the schools. Under the old Code the augmentation grants and the stipends of the pupil-teachers were, as a rule, secured to the respective parties entitled to them, irrespective, within certain limits, of the attainments of the scholars and the condition of the schools, and it was a matter of little importance to the managers, financially speaking, what was the state of the school. But now, when the whole grant is paid to the manager, and every item of it is contingent upon the condition of the school and the attainments of the scholars, he has a pecuniary interest in both, which induces a more energetic superintendence than existed before.

His relations also with the teacher are more healthy. Under the old Code, where a portion of the teacher's stipend, under the name of augmentation, was paid by your Lordships under certain conditions, over which the managers had practically but little control, the relations between the teachers and their employers were frequently of a very embarrassing character; the manager suggesting alterations or improvements which the teacher was not disposed to adopt, and which the manager failed to press from the fear of placing in jeopardy the teacher's augmentation grant. To some extent the same occurred with the pupil-teacher. Paid by your Lordships on recommendation of Her Majesty's Inspector, based upon evidence of skill and attainments, as well as upon managers' certificates, he was apt sometimes to feel if not to express his dislike to interference from a power which was rather indirect than direct. These embarrassments are now reduced to a minimum,

and the laws which bind the employed to his employer are far more accurately established.

Of the effects upon teachers.

It has removed them from that quasi protection of the State which enervated their character and withdrew them from those general conditions of employment which assign merit and reward to those who earn it. Under the old Minutes a man who had gained a first-class certificate secured for himself with tolerable certainty a prize in his profession, which he maintained to a great extent independent of the state of his school, provided it passed a decent inspection year by year before Her Majesty's Inspector; and on the other hand, a man who had gained a medium or a low certificate had, comparatively speaking, little prospect of getting a high salary although his school was very superior to that before alluded to. Among other evils of this were those which result from interfering with the natural effects of skill and industry, and from reducing self-respect and self-reliance. Again, referring to what I said before, by establishing a proper relation between the teachers and the managers, it has corrected the mistaken notions the teachers sometimes entertained of their relations with the Government and their employers. Upon this last head it is scarcely too much to say that the erroneous views so frequently entertained dislocated in many instances all healthy connexion between them.

Thirdly, it has placed them in a much safer position with reference to the reports of Her Majesty's Inspector. Under the old Minutes, where there were no limits to the subjects for examination, and where variety was often considered, by managers at least, as an evidence of efficiency, the teachers were distracted in the preparation of their children, and disappointed when the Inspector omitted to examine them in all the subjects taught. The marks on their certificates and the reports on their schools they felt were to some extent at least uncertain, dependent in great measure upon the accident of the Inspector's view of the relative importance of the subjects taught.

Fourthly, it has given them a direct interest in the attendance and progress of every child. As a rule they are interested in this financially, for the managers generally make a portion of their salary contingent upon the children's success at the annual examination; but even where this is not done they know that the examination into the attendance and progress of each child will show the way in which these have been individually attended to. It is one thing to have a vague hope that no losses will be incurred

if all goes off well, but quite another to know that for every child "passed" a certain sum will be paid.

Its effects upon the scholars.

Upon the children the effect of the Revised Code has been as important. In many schools under the old Code a promising child was pushed rapidly up into the upper classes before he had mastered the subjects of the lower, and many a boy was reading the 4th Book of Lessons who ought to have been reading the 2nd, and working sums in practice and proportion who ought to have been learning his tables and working sums in simple multiplication and division. A dull and indolent child, on the contrary, was frequently allowed to remain in the same class year after year, with little or no attempt to force him into progress. Under the Revised Code each child, however clever he may be, is promoted only on evidence of fitness. He passes naturally from standard to standard only as he masters the subjects of each, and no child, however dull and idle, receives a second grant in the same standard. This is a great advantage, especially when it is borne in mind that the subjects insisted on are not only those best adapted for the learning of a labouring man, but those which are best fitted to introduce a clever boy to higher subjects, in case he should be called by circumstances to undertake them, and those also of which an accurate knowledge is absolutely necessary before any other studies can properly be entered upon.

Again, a higher type of discipline is secured for the children. The system of examining on slate or paper necessitates a much higher kind of drill than has been hitherto practised generally. The children are habituated to self-control, and to exact and instantaneous obedience, very different from that slip-slop kind of discipline which for many years, in many instances, I have been obliged to tolerate, simply because it was not bad enough to punish with forfeiture of grants.

On the subjects taught.

With regard to the subjects taught. I find good reading very rare. "Simultaneous reading," I am glad to say, is much less practised than it used to be, and some progress has been made in destroying that miserable doleful drawl, half chant and half whine, which so generally prevailed; but I seldom get much attempt at expression.

The copy-book writing is still capable of improvement. In schools where children provide their own copy-books, this subject is generally confined to the two first classes, and even in them frequent interruptions occur where individuals have not the funds at hand, just when wanted, to

furnish the new book. The better plan is, I think, to impose a small additional monthly fee for copy-books; to give new books to the three first classes, and old ones to the fourth; the latter to be used simply for the purpose of teaching the little children to hold the pen properly. The arithmetic is considerably improved, and bids fair to become really good; the accuracy which the Revised Code requires has, I doubt not, effected this improvement. The needlework is still not what it ought to be. My object for some years has been to secure for a girl of 12 or 13, when she leaves school, such a proficiency in needlework and dress-making as will enable her to cut out, place, and make all her own garments, as well as those of her little brothers and sisters. With this view I have required a sampler to be produced annually by each child, worked by herself, on which is every kind of needlework she can do. In the first class I expect to see stitching, herring boning, darning, button holes, whipping, &c. To secure uniformity I have recommended the use of a little book, published by Hardwicke, Piccadilly, "Needlework, by a Lady;" to provide the requisite materials and practice I have advised the investment of a small sum, perhaps 2*l.*, in purchasing materials, such as flannel, print, calico, &c., which, made into garments such as poor people want, should be priced, put into a cupboard, and sold as required; and that one day of the week be set apart for mending the torn or worn garments of the children. To interest the senior girls as well as to encourage them in their work and give them a nest egg, I have advised the publication in the parish of a fly-leaf tariff, stating the prices at which the garments may be made in the school, and a division of the proceeds every month among the few girls who have passed a successful examination in high needlework; the sums so divided to be placed in the savings bank. In some instances these recommendations, more or less, have been adopted, and there the needlework is good; but in others, I am told, that all such plans are impracticable, and warned to be content with the old state of things.

I have also taken great pains in encouraging cutting out and knitting. I find that a girl, if properly taught from 6 to 10, will be able, at the latter age, to cut out most of her own garments and to knit stockings well.

Pupil-teachers.

I hear a good deal of discussion on the subject of the probable supply of pupil-teachers. The stream has undoubtedly been cut off to a great extent since the promulgation of the Revised Code. Managers were glad to

be relieved of the moral responsibilities incurred by apprenticeship, the teachers of the labour enforced by the 1½ hour's instruction, and parents, instructed by the clergy and teachers, declined to place their children in a profession where all the prizes were declared to be blanks, and the future to be wrapped in obscurity, probably terminating in the poor-house. This, I think, is gradually changing. The spiteful abusers of the "Code" have grown less malignant; the teachers have discovered that they cannot manage to teach their scholars with monitors as well as with pupil-teachers. Managers are impressed with the same notion, and calculate that apprentices will secure better grants. Parents understand that efficient teachers obtain fair positions, comfortable homes, and decent stipends. So the panic, I trust, is passing away, and the stream, I hope, will flow again in its old channel.

Night schools.

The relations of your Lordships with these institutions I cannot consider satisfactory. 1. The schools themselves are seldom inspected at all, and if they were, the effects of such inspection would not, I suspect, be worth the trouble and expense incurred. But being uninspected in many instances altogether, the discipline, methods of teaching, supply of apparatus, &c. necessarily have no influence upon the grants. Then the attainments of the scholars are so miserably low that the examination is in itself a kind of reflection upon the proceeding, especially when considered in reference to the fact that all parties know it will stop short of a point at which self-cultivation begins. 2. As a rule, these pupils lose in the summer all the knowledge and attainment they gain in the winter. I have sometimes to examine young men of 17 and 18 years of age and upwards in standards 1 and 2, under the conviction that very many of them will never present themselves to me again, and that all their book education will cease before they reach standard 3. To pay for this from the national taxes seems to me very questionable. I hear many plans proposed to improve the present plan, but none to me satisfactory. That which would require Her Majesty's Inspector to send his papers to a diocesan inspector or other authorized person who should preside over the examination, and return the papers when worked to Her Majesty's Inspector, I do not think would answer. My own impression is that the money should either be paid simply on attendance, or that such schools should be left to the benevolence of persons locally interested in them. Sunday schools are in reality, in many parts of the country, increasing the

attainments of the poor, at all events in reading, although by means of Scripture subjects, far more than night schools, and yet no one would think for a moment of claiming capitation grants for them. I cannot but think that both may fairly be left to private exertions.

Our prospects.

As the old Minutes of 1846 were far in advance of all that went before them, and effected a very great improvement in the condition of those schools which accepted them and carried them out, so I believe the Revised Code will still further advance efficiency in those schools which come under its operation. But meanwhile what has been done and what will be done for those places which have fallen or will fall under the influence of neither one nor other? There are places all over the country where, either from the hostility or indifference or poverty of proprietors and clergy and farmers and other residents, the poor are as ignorant and brutish now as they were in 1845. During the last 20 years the country has paid an enormous sum to establish and support schools throughout the land, and yet all over the land there are places which have not benefited a farthing by the outlay. In many places with considerable populations the condition of the schools is simply disgraceful. The question naturally occurs, is this to go on? if not, how is it to be remedied? I find a large number of persons quite alive to the importance of the subject, who maintain that if the salaries of teachers can be reduced the evil will be removed. I can't think this. There are, I believe, at the present time a certain number of second-rate certificated teachers entitled conditionally to the capitation grants who cannot find situations at 30*l.*, 35*l.*, 40*l.*, and 45*l.* a year. The first of these sums is probably as low as persons would wish to give to a teacher, even though the teaching was confined to the merest rudiments. But even if teachers could be found to accept salaries of 20*l.* or 25*l.*, I do not believe the educational condition of many of these dark places would be at all improved. It requires not only a high sense, but a peculiar sense of responsibility to induce a man to feel that he is bound voluntarily to tax himself, while his wealthier neighbours decline to do it, in order to improve the general condition and the secular knowledge of a class in whose progress and well-being he is politically less interested than those who refuse to accept the burden.

There are hundreds of places in which this responsibility is not felt, and hundreds of places where, when it is felt, it is of necessity postponed to other more immediate and direct responsibilities of a personal and domestic character. My own

conviction, forced upon me with great unwillingness, is that we have brought into the service of elementary education all or at all events nearly all the persons who are willing to incur labour and expense in providing schools and teachers, that the difference of 10*l.* or 15*l.* in a salary would remove but an infinitesimal part of the difficulty, and that our only prospects of improvement under the existing plan are the introduction here and there of new agents, prospects at the best miserably short of the need. I may add to this, that from many of those persons who now support existing schools I have repeated complaints of the expenses incurred, and no measured expressions of hope that something may be done to relieve them of a burden which they consider oppressive and unfair.

My own duties with this class are sometimes of a painful and very perplexing nature. I find a school, perhaps, in which a poor clergyman, struggling to support himself and family in respectability, engages a trained and certificated teacher. The teacher fails in securing a proper standard of discipline and attainments in the school, for in spite of all our care some of these inefficient teachers do obtain certificates, and after the examination of the school I am obliged to recommend a deduction of the grant, well knowing that the loss will fall upon the only person in the parish who is interested in the school, and who alone undergoes pecuniary loss in its behalf.

But the defects of the present plan are not confined to places to which your Lordships' operations do not extend. In parishes even where certificated teachers are employed, and where the day schools are in efficiency, I am frequently called upon to examine night scholars in age from 14 to 30 in the merest rudiments of elementary learning. Poor fellows! It is quite painful to witness their ineffectual attempts to read monosyllables, to write the alphabet from dictation, and to add figures up to 10. So far as I can arrive at an approximation of the case, this class appears to consist in boys and men of from three to five per cent. of the population in their respective parishes. If this be the case, on the supposition that the existing Minutes could be extended to every place, there would still remain a very great number of males in a state of comparatively utter ignorance and stupidity. But, as I have shown, the case is infinitely worse. This three to five per cent. of the population represents only those who frequent night schools in parishes where the day education is good. To see the total ignorance of the country it is necessary to calculate, not

only those who attend night schools in these parishes, but those who do not attend, as well as those in parishes where the schools are bad, and where there are none.

Add to this the same number of females, and no one need feel surprise that our gaols, reformatories, and penitentiaries remain full, that the ministers of religion effect but very partial and inadequate results, or that public houses, ginshops, &c. should have such numerous frequenters.

The old complaint of the indifference of the poor to the education of their children, and in consequence of this irregular attendance, still continues. One cause of this, in agricultural districts at least, is, I fear, too deep seated to admit of relief. The agricultural labourer, as a rule, in many parts of these two counties which I inspect, sees little to induce him to undergo sacrifices in behalf of his child's education. He earns, perhaps, 9*s.* or 10*s.* a week, and knows of few who earn more. It may be that here and there a neighbour succeeds in securing a place of 12*s.* or 14*s.* a week, but this is attributed to good luck rather than to anything else. He knows no instances, as in the manufacturing and commercial districts, of a man rising from his class to those above him by means of superior knowledge and intelligence. I do not see how this is to be remedied. It is possible that the introduction of machinery in agricultural operations may open up a course of promotion for skill and attainments, which may quicken the labourer's sympathies in education; but until something takes place in this direction, I suspect it is too much to expect him to impose self-denials upon himself and family for that in which he feels little or no interest.

There is another subject which, however indirectly it may appear to bear upon education, is of such overwhelming importance that, until it is satisfactorily settled, forbids all hope of improvement in our peasantry—I mean the disgraceful condition in many places of their dwellings.

What improvement can reasonably be expected from school teaching and training in families where father and mother and 4, 5, 6, or 7 children, from 8 perhaps to 20 years of age, sleep in the same room? It is a very awful thing to believe, but from the testimony of many clergymen on this subject, there is too much reason to fear that incest is no uncommon sin among the poor.

It would be, of course, wild to expect any legislative interference with cottage property; nor is it fair to assume that landlords as a class are bound to erect more or larger cottages than the quantity and character of their pro-

perties require, although a little more personal investigation by proprietors themselves would reveal many deficiencies and irregularities which they would feel bound to correct. But much, I think, might be done by an alteration of the law of settlement, which in many instances now induces landowners to reduce their cottage accommodation to the minimum.

Ventilation.

Very little improvement has been effected in this. Architects seem to think that if they make a handsome hole in the wall instead of an ugly one, converting a square or round aperture into a trefoil or quatrefoil, or if they make such holes in the walls or in the roofs instead of in the windows or by the doors, such a proceeding will alter the conditions of the elements with which they have to deal, and that good ventilation will be secured without draughts. The consequence is that the school-rooms generally are either full of foul air or of currents of cold air, and the teachers and children suffer from either impaired digestion and imperfect circulation, or from suppressed perspiration, shown in colds, coughs, sore throats, &c. The only way to protect them from these evils, as far as I can see, is to take care that the fresh air is warmed before it is distributed in the room, and that artificial heat is used to draw off the foul air. With your Lordships' permission I published a little plan with diagram upon ventilation in the Appendix of my Report in 1858–9. The plan has been tried at the training colleges at Cheltenham and Culham and elsewhere. I have never known it to fail.

I have the honour to be, &c.

H. W. BELLAIRS.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. W. BIRLEY, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* NORTH LANCASHIRE *and the* ISLE OF MAN.

My LORDS,

I HAVE the honour to submit report on schools visited in my district—North Lancashire (exclusive of the Ulverston poor-law district) and the Isle of Man—during the official year ended August 31, 1864. I wish to premise, that I have interpreted your Lordships' minute issued for guidance on this matter, as calling for information on the following points, viz., on "the machinery" provided for the education of children; on the internal condition of the schools, and progress made; and on those external influences which are found to militate, more or less, against success.

During the period under review, I have been able (with the aid of my assistant, Mr. Bostock,) to inspect 123 institutions eligible for grants, 11 simple inspection cases, and 31 evening schools. The first-named class represent 179 separate schools in charge of the same number of certificated teachers, 308 pupil-teachers, and 16 assistants. Accommodation is provided in these schools for 36,630 children, at eight square feet superficial area for each child. There were present at my examinations 14,726 boys, 11,877 girls = 26,603 children. In the evening schools 891 males, and 266 females (= 1,157) assembled to meet me. Of the 11 simple inspection cases, one school was for girls solely, 10 were mixed schools; a total of 366 boys and 321 girls (= 687) presented themselves for examination; aggregate accommodation is provided in these schools for 1,071.

Of the 26,603 present at my examination of schools eligible for grants, only 15,993 had complied with the conditions laid down in Article 40–47 of the Revised Code.

School machinery.

Under the head of "school machinery," I have to report, that buildings, offices, and play-grounds (except in towns) are for the most part in good repair, and sufficient for the object contemplated. Exceptions to this general statement are found, more especially, in buildings erected many years ago under the auspices of the National Society; I have, however, every reason to believe that alterations, demanded by a wider experience, will be made in such of these school-rooms as admit of adaptation to present needs; and that entirely new structures will be provided in other cases,

when a change in the present abnormal state of manufacturing interests in Lancashire warrants an appeal to public benevolence.

As respects the "internal arrangements" of schools, which I have to visit for annual grants, the supply of apparatus, parallel desks, books, maps, &c., is fully abundant, in spite of the hard times. The defects, to which attention should be directed, are imperfect ventilation, and objectionable apparatus for heating. Internal arrangements

The requisite provision for ventilation appears either to be misunderstood or greatly disregarded in drawing plans for schools, especially as regards proper air-flues under the flooring both in the ground-floor and upper rooms. And where these are provided, I have continually to direct attention of teachers to the fact, that apertures in the floors have been made for the admission of *fresh air*, and were never intended to be used by school cleaners as convenient receptacles for *sweepings*. The too common method of warming schools by means of iron stoves and piping is highly objectionable. The deleterious gases formed by these appliances are injurious to health, even where basins of cold water are placed upon stoves for the purpose of supplying the natural moisture of the air, otherwise dried and heated by contact with the warming apparatus. The Winchester stove grates, properly fixed, are the most effective that I know, for distributing warmth, and for economy in the use of fuel.

For the first time since its issue the Revised Code has come into general operation through my district during the past year, which has been one of extreme anxiety to school managers and teachers in common. My own anxiety on the subject did not, I am free to confess, run in the same direction with theirs. They would naturally contemplate the issue as affecting monetary interests; an inspector of schools would be more disposed to consider its probable effects as bearing upon the progress of education. My previous knowledge of the general condition of schools in Lancashire did not at all induce me to fear the "test" of the new Code, nor am I at all disappointed in my conviction, that the schools would come well through the ordeal, so far as it was intended to elicit to what extent a mere mechanical skill in the arts of reading, writing, and working arithmetic had been acquired, and was equally distributed through the several schools according to age and capacity of the pupils. The results are, in my opinion, quite satisfactory on these points. Of 15,993 children Revised Code.

presented for examination, 14,155 passed in all three subjects; 511 are deducted for not fulfilling Article 4. This return justifies my non-apprehension of disaster following upon the application of the new test, while it tends to confirm, in a remarkable degree, the soundness of past reports on the condition of schools in Lancashire; though under the past system of examination, conclusions were based rather upon an estimate of the average usually elicited through an examination of the several classes of a school, than upon the work exhibited by individual pupils. It is my duty at this point in my report, to direct your Lordships' attention to the fact, that only 15,993 children, out of a total of 26,603 in attendance, were presented for examination. The ineligible children had simply failed to keep the specified number of attendances. It would, however, be altogether a false conclusion to suppose that these children could not have met the "test;" I firmly believe that a very large majority of them would have done so, because, non-attendance at the *same* school for the required number of days, does not by any means indicate absence from regular school attendance; only, the variation, of employment, first in one mill then in another, according to the demand for juvenile labour, necessitates attendance at different schools in a year's course. I have, during the past year, examined many children who had ceased to be members of the special school under inspection, yet had kept the required number of days, and had only gone to a different school because their employment was in another district, and this change does not, as might be supposed, as a general rule interfere with the continuous progress of instruction, because all schools for the operative classes are now for the most part under inspection, and conducted upon the same principles, so that change of schools, in reality, only implies a change of teaching agency. The practice of migration from one town to another, or from one locality in the same town to another, is most common amongst the artizan class. It is less loss to them to *follow* their work, when it is likely for some time to be continuous, than to remain permanently in the same home, when that is remote from their daily employment. I would venture, therefore, to plead for such modification of the Revised Code in respect of attendance at the *same* school, as would meet cases of this nature; allowing the grant earned, but leaving school managers to make the necessary divisions, simply paying the grants to those managers on whose examination schedule the children are shown to have passed.

I proceed to a consideration of the children's progress. My returns show that more children have passed in reading than in the two other subjects; perhaps "fair" would not be an exaggerated mark for this subject; yet I cannot affirm that a much higher standard of proficiency ought not to be attained. Teachers deal with this subject in a faulty method. It is not sufficient to tell a child that he has read a passage wrong, and must read it again, (the common plan,) the faulty reading should be shown by the teacher reading the passage accurately, fluently, with correct expression, and properly modulated tone of voice; in the contrast the children will detect their own errors, and, becoming interested in the exercise, will improve. Progress in schools: Reading.

Writing (caligraphy) is generally well taught; it is especially so where "drawing" is an item in the school curriculum; but the mere mechanical art, when acquired, is not applied so generally as it might be, for the purpose of education, to the higher exercises of dictation, transcription, and writing from memory in blank copy books provided for the purpose. Exercises of this kind I venture to think are most effective, not only as giving instruction in spelling, and a facility of expression (whether *vivâ voce*, or on paper), but as educating the faculties of observation and reflection. The persistent use of copy heads after the hand-writing has been fairly formed, is about as sensible as though a man were to continue the use of crutches after his broken limb had been restored to its normal state of health. Writing.

My examination schedules show arithmetic to be the weakest of the three subjects with which they deal. Notwithstanding this, I incline to the opinion that, as a subject of instruction, it is better taught than either of the other two. The failures registered on the examination schedules will probably be found in infant and the lower classes of juvenile schools. The defect to which I would direct attention in this matter, as in writing, is, that it is not made so effective as it might and in my opinion ought to be, as a means of education. Essentially a logical subject, arithmetic is valuable for cultivating the reasoning powers of the mind, and so of introducing children to the habit of strict and formal, rather than hasty judgments. Propositions of considerable difficulty in mere mechanical solution will be readily worked out, but when one is submitted much easier of solution, only requiring thought as to the proper principles to be applied, the result, in a majority of cases, is simply a "break down." Arithmetic.

Scripture and Catechism.

In all schools Holy Scripture and the Catechism occupy a considerable portion of the school hours. I regret my inability to report favourably of the manner in which these two important subjects are handled. The leading facts, dates, &c. of the former are stored up in the memory, and the text of the latter is correctly repeated; when, however, questions are put, at all out of the ordinary "rote fashion," one only discovers painful evidence of great "literary "indigestion." I am far from being unconscious of the fact, that in dealing with this subject I am treading on very tender ground; to avoid misconception, therefore, I design to explain myself by illustrations. The history of Joseph is a very popular subject in schools; the intense pathos of its several incidents seems to attract instant attention, and to enlist the children's sympathies; they are familiar with all its details; when, however, I ask what lessons the story teaches of filial reverence and affection, of brotherly love, of patient submission to unmerited suffering, of self control under severe temptation, I might as well ask the children to repeat the familiar story in the "Hebrew tongue:" or again, as regards that comprehensive prayer taught by our Blessed Lord, I ask "Hands up all who know the Lord's Prayer," many hands respond, but not *all*, until I say "Hands up all who can say *Our Father*," when the response is general; can it be said that this state of religious instruction is in any sense satisfactory? And when I proceed to ask "why the *plural* pronoun instead "of the *singular* should open the prayer, when used in "private," "what duty, they who use the opening address "honestly, admit that they are bound to observe," what is comprehended in the petition "Thy kingdom come," or "Give us this day our daily bread," &c., I am answered by a vacant unintelligent stare; yet will any one affirm that such questions, where teachers have done their duty are irrelevant, forced, or above children's comprehension at the age of from 10 to 13 years, to which class I confine them? One more illustration I must give from the Decalogue, the result is precisely similar; "Hands up all who know the "Ten Commandments;" all! How many of them forbid "improper use of the tongue?" no reply; "Which tells us "to be honest?" which "not to be unkind to any body?" &c. &c. Who can show me, that where a commandment forbids any particulars in it enforces the opposite virtue? my appeal is simply futile. Yet it will be admitted that instruction upon these points is far more important than a mere superficial acquaintance with the general history of

Scripture, from which, as a rule, no practical lessons are deduced. And if, as few will deny, the Ten Commandments constitute our guide for daily life and conversation, is it not of the first importance that children should proceed from a mere ability to repeat them, acquired in the lower classes of a school, to understand something of their "ex- "ceeding breadth;" and be taught how they do in fact, brief as they are, compass alike the thoughts of the heart, the words of the lip, and the deeds of the body? It has been well said, I believe by the present Bishop of St. Asaph, that in societies where the Ten Commandments are excluded from the school curriculum, there invariably supervenes a low tone of morals. My own experience as a parish priest (dating from the year 1836,) fully confirms the truthfulness of this observation. More than this, I am quite convinced that where the Creed, the Lord's Prayer, and the Ten Commandments are made the basis of all scriptural teaching, *there* is acquired a wider, more intelligent, and more practical knowledge of the Bible than can ever be gained from a simple reading of the sacred Book in the discursive manner usually practised in schools, and for *this simple reason*,—it is impossible to teach the subjects referred to, without such continual reference to the prime authority for proof and illustration, as shall indelibly impress the facts referred to upon the children's minds; the process itself meanwhile, combining as it does education with instruction, tends to keep alive the children's interest and attention. I venture to recommend, that the explanations of the Lord's Prayer, and Ten Commandments, as found in the Church Catechism, be applied by all teachers, when giving instruction to their upper classes, directly to the separate parts into which the Prayer is divided, and to the several Commandments, not taking these explanations as exhaustive of the subject, but as suggestive of the method in which it should be treated. I would also recommend lessons to the same classes upon the Liturgy, a subject too much neglected. I am not acquainted with any text book suitable for the use of children themselves, but from "Sparrow's Rationale on the Book of Common Prayer," and "Whately" on the same subject, a judicious teacher will have no difficulty in selecting proper points to dwell upon, and illustrate.

I have now commented upon all the subjects of instruction, except industrial work, recognized by the Revised Code. Geography, grammar, and history still occupy their places upon the "time tables," and that I fear *is all*.

Many superficial thinkers will rejoice to learn this; my observation and experience lead me to feel that the fact is matter for deep regret, and not the less so, because I observe evidences, more or less strong, beginning to show a relapse towards the simple acquirement of a mere mechanical skill in reading, writing, and working arithmetic, such as was supplied by the "private venture schools," of former days. I may be mistaken, but your Lordships seek information at my hands, and I feel bound to record what comes within my purely official cognizance.

Industrial work.

In general, instruction is not given in the matter of industrial work upon any well arranged system, too much reliance is placed upon the chance of parents supplying material. The plan adopted on my recommendation in several schools is this; at the commencement of each school year managers provide a number of pieces of cloth suitable for under clothing, children's frocks, &c.; these are made up in the course of the year, and the various articles sold to parents of the children at a mere charge for the raw material. Cutting out is taught by means of paper; the first effort is a child's pinafore, with sleeves, which are sewn in, and so advance is made by degrees to more intricate articles of clothing. In the next step, the girls of a first class cut out and make up specimens of each article in cloth; these are stitched upon sheets of blotting paper in a portfolio provided for the purpose; specimens are also shown of patching, mending, darning, and of the various kinds of stitches required both for calico and flannel. Considerable gratification is afforded to the girls by the possession of these portfolios, the parents' sympathies are secured, and the managers do not suffer any loss; indeed, I am told that in many instances the demand for clothing made up in some schools is greater than can be met.

Pupil-teachers.

I fear that I must represent the prospects of the pupil-teacher system as at present most discouraging. From letters, and personal communication with school teachers and managers, there appears to be a general disinclination on the part of parents to let their children enter the service.

Agricultural schools.

In the agricultural schools of my district there is a marked advance in all respects. St. Michael's le Wyre mixed school, under the charge of Mr. Pinder; Pilling and Cockerham schools, in charge of two former pupils of Mr. Preston, the late excellent master of Lancaster Parish school, are conducted with great ability and commensurate success.

Evening schools appear to be on the increase, and where the influence of day school teachers is effective in inducing children who have passed for full time work to continue their course of instruction, much good may be accomplished. All Saints' evening school in Preston, Grimshaw Park, St. Peter's in Blackburn, and Rawtenstall evening schools, are very successful. Evening schools.

Indifference of parents to a wide extent, caprice on the part of others, leading on the most trivial grounds to the removal of children from school, home influence, and I fear I must add, apathy on the part of a large number of employers of juvenile labour, constitute in the main the chief external influences that militate against the efforts of school managers and teachers. On the first named difficulty it will be sufficient to state, that while school accommodation is provided for 36,630 children, there are in attendance only 26,603. In reference to the apathy of employers, I will quote, in support of my opinion, from the 47th Annual Report of a Committee for Managing Church Schools in the largest and most opulent town of my district, the population of which amounted, according to the last census, to 82,000. The report is for the year ended 1862, and refers to ten different institutions: total number of children in attendance 4,883, decrease of attendance on previous year 297, amount of subscriptions, and collections in churches, 347*l.* 11*s.* 5*d.*! It is unnecessary to comment upon facts which speak so plainly for themselves. I am afraid this is not by any means a solitary case, but that in fact, the few bear the burden which ought to be cheerfully borne by the many. For 28 years has this question of education for the operative classes been under my notice, both in the manufacturing and agricultural districts of Lancashire, and after all the efforts that have been made without compassing a wider spread of education than has, at present, been secured, it would seem as though compulsory enactment is the only cure for indifference and neglect of parents. External influences of an injurious tendency.

The question of "compulsory education" is in process of ventilation in Lancashire. It is frequently alluded to in addresses to grand juries by Chairmen of Quarter Sessions; it is discussed by magistrates of experience; it attracts the attention of the clergy, who possess the widest personal experience of the difficulties that promoters of education have to contend with; it finds its way into the columns of the public press.

In the absence, however, of compulsion, there exists an influence which might be brought to bear with great effect upon

the negligence and indifference of parents—self-interest—to which it is within the power of Government, bankers, merchants, manufacturers, railway and other companies to make a direct appeal. The demand for youths as clerks and office boys by these bodies must include many thousands.

Your Lordships issue "Scholars' Certificates," which bear testimony to the moral character and intellectual acquirements of the holders under the signature of school teachers and managers; while a "*quasi*" official character to the document is found in the signature of an inspector of schools. If, then, the employers named above would combine and give public notice that holders of these certificates should have a preference, "*cæteris paribus*," over all other candidates for admission into their respective establishments, the appointments at their disposal would at once become a species of exhibition open to public competition, calculated to elicit the same ambition, which is awakened by prizes offered at our public schools and universities, to arouse parents from their indifference, and to stimulate the energies of school teachers, managers, supporters of schools, and pupils, to more active and persistent diligence in their respective positions.

Simple inspection easy.

Of the simple inspection cases taken during the past official year, I may state generally, that they are all, with the exception of Hoole, near Preston, inefficiently conducted. I specify a few, with general remarks:—

Barrowford, near Colne, grant in 1851, 231*l.* 15*s.* Conditions of grant not complied with. No certificated teachers. No proper organization or discipline. Defective supply of apparatus.

Bretherton (free endowed), grant in 1852, 126*l.* Conditions not complied with. No certificated teachers. Insufficient supply of books and apparatus. There is an endowment in this case of 80*l.* per annum, as I am informed.

Hoole, grant in 1851, 200*l.* School efficiently conducted. Master will sit for certificate.

Tock-holes, grant 1846, 50*l.* No certificated teachers. No proper fittings, apparatus, &c.

Wensley Fold, Blackburn, grant 210*l.* in 1845. No certificated teacher. Master trained for a short period at Westminster.

I have the honour to be, &c.

WILLIAM BIRLEY.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. J. RICE BYRNE, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* GLOUCESTER.

MY LORDS,

I HAVE the honour to present you with my first report on the condition of Church of England schools within the county of Gloucester.

During the year ended August the 31st 1864, I have inspected 161 schools or institutions under separate management, containing 223 departments, of which 26 were for boys only, 28 for girls, 31 for infants, 122 were mixed, and 16 evening schools. The scholars in average attendance numbered 14,137, of whom 7,663 were boys and 6,474 girls, and there were present at examination, boys, 8,126; girls, 7,427; total, 15,553.

Of the 161 separate institutions, 28, of which I will speak below, were schools simply inspected. The remaining 133 were schools receiving annual grants, viz., 23 boys', 25 girls', 27 infants', and 101 mixed, beside evening schools. The annual-grant schools were attended, on the average, by 12,511 children, and there were present at my examinations as many as 13,835, of whom 7,205 were boys and 6,630 girls. The preponderance of scholars present at examination over those in average attendance is worth adverting to as showing how possible it is to muster in large numbers on a given day when so strong a motive presents itself as the desire to make a good show before the inspector, and to secure as large a share as may be of the grant payable on each child present at the examination.

As the date of my appointment to the district coincides with that of the introduction of the Revised Code, I am able to give your Lordships some account of the working of the Code during the year, in the beginning of which it first came into operation, although the account will necessarily be less complete because less descriptive of changes in individual schools than if my acquaintance with them had commenced under the past system.

The schools, how affected by the diminution of their incomes.

As to the extent to which the schools have suffered from reductions the Code may have effected in their incomes, I believe I may speak in terms far less unfavourable than

may have been anticipated. It is true, that in certain cases managers have been embarrassed, sometimes very seriously, by the rather sudden contraction of their resources. Certificated teachers have all of them, or nearly all, suffered more or less from the withdrawal of their augmentation grants. Pupil-teachers have abandoned, or are preparing to abandon, their occupation, in view of the supposed unfavourable change in their professional prospects. But the amount of injury actually accruing to the schools is inconsiderable. Of the 160 annual-grant schools on my list when the district was assigned to me, only 11 have disappeared from the list, whereas 15 new ones have been added to it. Out of 162 teachers holding certificates, the names of only two or three have reached me who have withdrawn from the management of schools under Government. Pupil-teachers are reduced in number, but not to the extent predicted, and a reaction has, I understand, set in within the last few months, which bids fair to retard their diminution, if not to bring the number up to its former standard. Add to this that the amount of the grants received under the new system has rarely disappointed expectations, while in many cases it has considerably exceeded them, and the condition of the schools must so far be considered to be by no means unsatisfactory.

Individual examination.

The provision for examination of the children individually is the feature of the Code that commends itself all but universally to the approval of all the parties interested. I am myself indebted to it for the great assistance it has given me in qualifying or completing impressions as to the standard of the attainments in particular schools, which might otherwise have been vague and in some degree conjectural. The experience of an inspector will, no doubt, enable him, as by a sort of second sight, to divine the character both of the instruction and discipline of a school after a very brief inspection of it, but for determining and fixing his judgment, at any rate on the more elementary instruction, nothing will compete with that irresistible logic of figures with which the sum total of "passes" in reading, writing, and arithmetic, demonstrates to him the actual success of the children under each head.

For the satisfaction of those who would desire to hear the results of the new system of examination in this first year of its application, I subjoin so much of the Summary C. of the tabulated reports as will show the number of scholars actually presented and passed in the three subjects:—

DAY SCHOOLS.

Number presented for Examination and fulfilling Articles 40–47.				Passes on Examination.			
Boys or Mixed under Master.	Girls or Mixed under Mistress.	Infants.	Total.	Reading.	Writing.	Arithmetic.	Total.
4,828	2,696	346	7,870	6,644	6,943	6,265	19,852

From the above it will be seen that of the total number presented for examination, viz., 7,870, there failed in reading, 1,226; in writing, 927; in arithmetic, 1,605.

I account for the large number of failures in reading by the fact that the younger children, especially in schools which are not provided with the desirable adjunct of an infant department, are attended to far less carefully than they might be in this very important branch of elementary instruction. However leniently I have desired to judge on this first occasion of examining children individually, I have found it impossible to pronounce it "reading" when the easiest words of one syllable were mastered only by spelling them, or little words were mistaken one for another, or some very little sentence was got through only with the help of incessant prompting and correction. Hitherto I have rarely thought it advisable to actually reject scholars even in the higher standards for mere errors in pronunciation, or for want of expression. The writing is in general, if I am not mistaken, singularly good throughout the district. Arithmetic is, as usual, the subject in which casualties have been most numerous. They have occurred for the most part amongst the girls, partly, it may be, from a certain unwillingness with which the female mind approaches a subject requiring close attention and accuracy, partly from their afternoons being taken up altogether or in part with needlework.

Pupil-teachers.

On the qualifications and behaviour of the pupil-teachers, I am happy to be able to report, on the whole, favourably, although there are schools in which their instruction would seem to have been scarcely so well attended to as in former years, whether it is that masters and mistresses devote too much time to the preparation of their children for examination, or that they as others are not uninfluenced by the prevailing doubts as to the permanency of the pupil-

teacher system. I have these schools in recollection, and shall not fail to note the behaviour of their teachers in this particular in future years.

Attendance.

The attendance of the children wears the same character of irregularity, especially in rural districts, as heretofore. I am credibly informed that boys are taken from school at a still earlier age than usual in consequence of a growing scarcity in the supply of adult labourers, and girls are more than ever in request, more particularly in farm-houses, owing to the recent rise in the wages of domestic servants. Nevertheless, I am not without hope that as the community gradually becomes more educated, the value of education will rise in proportion to its diffusion, and children will be kept at school to a later age, and sent more regularly, for the very sufficient reason that it pays.

How to augment the school funds.

The average income and expenditure for each scholar in attendance in annual-grant schools have arrived nearly at an equilibrium, the income amounting to 1*l.* 2*s.* 2¼*d.*, the expenditure to 1*l.* 2*s.* 11¾*d.*; but I fear that this result, satisfactory as it is, has been arrived at not without sacrifices on the part of managers and a diminution of teachers' salaries greater than it would be fair to expect of them for a continuance. The question presses in almost every school within my district more urgently than it has ever done: How is the school income to be increased? And it is by way of answering this question, vitally important as it is to every individual school and to the interests of education generally among the working classes, that I would venture to submit to your Lordships' consideration and to that of every school manager, the question of raising the rates of payment of school children. So much has been said on this subject, and with such striking ability by other of Her Majesty's inspectors on various occasions, that I will do no more at present than briefly point out a few of the more palpable advantages that would follow from increasing the rates of payment.

Reasons for raising the rates of payment.

First, of course, it would augment the income of the school and so enable managers to improve the quality of the education by raising teachers' salaries.*

Secondly, it would raise the price of a very valuable

* The clerical manager of certain large schools not in my district informs me that he has recently raised his school pence from the uniform rate of 2*d.* to 3*d.* per week, augmenting thereby that item of his income from 60*l.* to 90*l.* a year. The number of children in attendance remains exactly what it was, while the additional 30*l.* a year enables him to retain his present excellent staff of teachers.

commodity—elementary instruction—to something more nearly approaching its value in the market. At present the price is far below the market-value, as is proved by the fact that where the laws of supply and demand are not interfered with, as in the case of private schools, the prices asked and received are double and treble those of schools whose funds are supplemented by your Lordships' grants or by private charity.

Thirdly, it would raise its value in the eyes of parents, who are at present not unapt to hold cheap that which is to be had so cheaply.

Fourthly, it would promote regularity of attendance. Parents who do not hesitate to retain a child at home when the loss of his day's instruction represents only the loss of the fraction of a penny would think more seriously of it when it represented the loss of a fraction of fourpence or sixpence. For a like reason it is better, when possible, to require payment quarterly in advance. A person who has paid money is naturally anxious to recover his money's worth.

Fifthly, it would not be asking more of parents than they are conveniently able to pay. Even in the case of a labourer with 10*s.* a week, how ridiculously small is the proportion of his income spent in the education of his children as compared with what is spent by persons in every station of life above his own! While the one pays away, say, for his two children the sixtieth part or less of his weekly receipts, the other will part with a tenth, or a fifth, or even a half, and that for a longer period.

In saying so much I have been careful not to prescribe any one rate or scale of rates which I would recommend for adoption either generally or in parishes of a particular character. The rates of payment will naturally be determined in great measure by the circumstances of the locality, of which school-managers will be the most competent judges. I would only draw attention to the fact, which I believe to be indisputable, that rates of payment range in general far below the average to which they might be raised without injury, but rather with permanent benefit, to school-funds, to teachers, to parents, to children, to education itself. The objections are obvious, but not unanswerable, if I may believe the teaching of my own experience, that in no one instance, so far as I can learn, has the experiment been tried—discreetly and for a sufficient time—without succeeding. The general principle

involved is one of which I have never yet seen reason to doubt the truth or the unpopularity, that the more the education of the children of the poor, when once it is fairly set in motion, is withdrawn from the position hitherto generally assigned to it, as proper to the sphere of charity, whether public or private—the more it is thrown, as it were, into the market, and subjected to the laws which regulate the cost of all articles of value, the better for education and for the poor.

Night schools.

On the subject of night schools, I have little to add to what has been said before, and in sufficiently appropriate terms, by several of my colleagues. I have inspected during the year 16 schools, with an average attendance of 409 males and 27 females, in all 436, of whom 207 males and 20 females were present at my examinations. Of the difficulties which beset the inspection of night schools under present arrangements, your Lordships are no doubt sufficiently aware. On the one hand, it is physically impossible for Her Majesty's inspectors to visit each night school which requires it during its evening meeting; on the other, it is exceedingly difficult for certain schools—for those whose inspection takes place in the summer or autumn months fairly impossible—to assemble their respective scholars either in the evening at some one central place of rendezvous, or by day each in its own school-room. To the many solutions that have been proposed for these difficulties, I would contribute only the one suggestion, that in towns, at any rate, such as Bristol, Gloucester, and Cheltenham, it might be found practicable to unite the several night schools into one or more institutions centrally situated, which would be all the more attractive if dignified with the title of Working Men's Colleges, and in which there would be separate rooms and classes for seniors and juniors, and for backward scholars. The union of many schools would produce funds sufficient for the maintenance of one or more good certificated teachers, or, if insufficient, it would not be amiss to supplement them by demanding a higher rate of payment from seniors and students in the higher branches of knowledge. The plea generally alleged in excuse for not assembling night scholars during the day is, that they are all in full work. Is this not an admission that they are in the receipt of full pay for their work, and would it not be just to ask of them something like a due proportion of that pay in exchange for a commodity which will return its cost a hundredfold? For persons resort to evening schools not, or very rarely, from an exalted sense of duty,

or with a view to general self-improvement, but simply to obtain an article which they know will prove remunerative. Writing and arithmetic are the main attractions, not for their own sake, but as qualifying for employments of greater social importance and with better pay. On the condition of night schools in rural places, I say nothing. I understand it is at this moment under your Lordships' consideration.

Simple inspection cases.

The schools I have visited, simply for the purpose of inspecting them, and not with a view to grants, are in number 28, containing 31 departments—3 for boys only, 3 for girls, and the remainder mixed. Of their condition generally, I am constrained to speak in terms far from satisfactory. With the exception of two ragged schools —one in Bristol, another in Gloucester—and one or two endowed schools in small country towns, I cannot call to mind one which is not below the average of schools, aided by Government grants, as regards attainments, discipline, books and apparatus, and in many, though not in all, cases in respect to the character of the buildings. In three of the number the mistress is upwards of 70 years of age; her methods of teaching and enforcing discipline, her apparatus, and the manner and dialect of the children equally antiquated and unsatisfactory. In another, a young person is had in from the village to keep the children out of mischief. In another, the master carries on in his leisure moments the trade of a bookseller. In another, the bare whitewashed walls, the absence of desks, the broken benches and slates and tattered Testaments, would have been evidence enough of the character of the instruction even without the admission that the elder children quitted school at three o'clock of afternoons to join in choral service at the church.

I dwell with emphasis on the condition of schools still excluded from participation in your Lordships' grants as being a subject that is intruding itself more and more on the attention of your Lordships and of the public. In the county of Gloucester they lie for the most part in the eastern division, where the population is scattered and almost exclusively agricultural. Drawing a line to the east of Cheltenham from north to south, I remark that to the east of that line, with the exception of a group of schools in and near Cirencester and another in and near Moreton-in-the-Marsh, there is but a handful of schools throughout that vast extent of richly-cultivated country receiving any assistance in any kind from government;

and I can assure your Lordships that in travelling through that country, as I have had occasion to do, and passing through village after village in order to reach the distant point at which the annual-grant school lies, to which I am bound, I have felt—as, in religious matters, a Bishop of the Established Church might feel when on a confirmation tour in Ireland or, in a less remarkable degree, in Wales—on every side of me lies the evidence of intellectual wants ministered to by teachers whom I believe to be both incompetent and ill-paid; and I have longed for some scheme of comprehension, at once circumspect and liberal, which should bring these Educational Nonconformists within the reach of government aid and supervision without unduly lowering the minimum of merit to be looked for in the teacher and in his work.

In the report it is now my duty to lay before your Lordships, I have thought it would be unbecoming in me to single out particular schools, either for blame or commendation, seeing that my acquaintance with them has been restricted, except in a few instances, to a single visit. Reserving to myself greater liberty in the future, for the present I consider it enough to inform your Lordships that Gloucestershire maintains the position that has so long been awarded to it as among the counties that have responded most fruitfully to the operation of your Lordships' minutes. The school buildings are for the most part well constructed and in good repair; the average condition of the schools as a whole, and the number of schools which deserve to be classed as superior, are certainly high as compared with other counties; the attendance is creditable; the teachers capable and well-conducted; the managers—and among them I am proud to mention the clergy—are among the most energetic and self-sacrificing in their efforts to promote the education of the children of the labouring classes.

I have the honour to be, &c.

J. RICE BYRNE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. H. M. CAPEL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* LEICESTER *and* WARWICK.

MY LORDS,

ON the 27th of February, 1863, I was appointed inspector of the Church of England schools in the geographical county of Warwick and the six south-western registration districts of the geographical county of Leicester.

Of the Leicestershire schools I had at that time no official knowledge, but I had been employed in Warwickshire as assistant to Mr. Bellairs since the beginning of October 1857.

I should be glad to be allowed to express my thanks to Mr. Bellairs for all the kindness I have received from him during the five years and a half that I have had the pleasure of working under him.

And I would take this opportunity of acknowledging my obligations to the school managers of Warwickshire, Worcestershire, and Oxfordshire, for an amount of courtesy, forbearance, and hospitality which I could not possibly have anticipated, and by which I have been greatly encouraged in my official work

The extent and population of the district under my charge during the 18 months ended August 31, 1864, are as follows, according to the census of 1861:—

County.	Acres.	Population.
Leicester (part of) - -	202,224	135,556
Warwick - - - -	573,827	548,372
Total - - -	776,051	683,928

With Leicestershire my official connexion has now ceased, as I had the honour to receive in August last an intimation from your Lordships' secretary that from September 1, 1864, my inspection of schools would be confined to the geographical county of Warwick.

Before I proceed to speak of the success of the schoolmasters and schoolmistresses of my district in preparing their children for the individual examination prescribed by the Revised Code, I think it only fair to give a general

account of the methods I have adopted and my reasons for adopting some of them.

I think the first Standard particularly useful to infant schoolmistresses, as showing them what is the very least that each of their scholars should know when he or she is passed up when about six years and a half old to the boys' or girls' school, and I am convinced that there is no more effective way of teaching spelling than that indicated by the second and third Standards.

My practice is to make the children presented in the second Standard copy six lines of an easy reading book, and to pass all who make less than three mistakes in spelling and whose writing is not positively bad.

In the third Standard I generally allow the children half an hour to look over two pages of their ordinary reading book, telling them that at the end of that time I shall dictate six lines taken from these two pages.

Here, again, I pass all who make less than three mistakes in spelling and whose writing is tolerable.

I do not consider the children in the three lower Standards at all fully sensible of the guilt of copying, and therefore I try to make it impossible.

I make every first Standard child come up to me to be examined separately in all three subjects.

In the second Standard I do not allow two children who are sitting side by side to work the same sums or to transcribe the same six lines. In this Standard I pass no child in arithmetic who does not answer one of two questions in the multiplication table.

I almost always give out dictation to the third Standard children myself, and give my whole attention to them while they are writing.

Many teachers are not aware how much more valuable a dictation lesson is made when the following rule is strictly adhered to; *after the writing has begun no word should be read more than once.*

In the lower Standards I do not think many children fail from nervousness, and when they do so I am sure the nervousness is often caught from an over-anxious teacher. More than once, when the first two or three children have done badly through nervousness, I have sent away the teacher to another class, and have found the rest of the children acquit themselves much more creditably.

Few children are presented in the fifth and sixth Standards; of these more fail in arithmetic in the fifth than in the sixth Standard. This is due to the fact that

the tables of weights and measures are seldom thoroughly and accurately learnt.

I think I ought to add here that I never refuse to allow a teacher or manager to take a copy of the results of the examination, as I find the advantages of such a course considerable and the inconvenience very small.

The higher subjects, geography, history, and grammar, are at present taught as special subjects in very few schools.

In schools where children remain long enough to be presented in the sixth Standard the masters will be obliged, I think, to give the first class lessons in grammar.

Geography and history may perhaps be best taught incidentally in connexion with reading lessons.

Drawing is much more common. In several schools, especially in Birmingham and Coventry, the success of quite young children in free-hand drawing is greater than I should have supposed to be possible.

Music is taught in many schools; but when I introduced a few easy questions on the theory of it into the examination papers for pupil teachers, they were attempted by very few, though I strictly confined myself to the requirements of the broad sheet.

Very few teachers seem to make any real use of the log-book; Mr. Tyler's, of the Trinity School, Coventry, is the best I have seen. I could ascertain from it that he had himself reviewed the work of each class, and had made each boy feel that his industry or idleness was observed by his master.

There are very few schools in which the drill is what it ought to be. It makes the children ready, attentive, and simultaneous in their movements, but it does not aid their physical development as I think it ought to do. The best school in this respect is the girls' school, at St. John's, Deritend; next to this, I should place the mixed school of Tysoe, and then some of the Birmingham boys' schools, under masters who have been themselves thoroughly well drilled in the Saltley Volunteer Rifle Corps.

I quite hope to see a great improvement in this matter, as more and more Warwickshire schools obtain the services either as principal or assistant teachers of the young men who are now students at Saltley, since I find that of the 77 who were examined in December 1864, 69 are effective members of one of the best rifle corps in the county.

In the year ended August 31, 1864, I inspected 137 groups of schools containing, on the day of inspection,

23,593 day scholars and 859 night scholars. They were thus distributed:—

County.	Day Schools.		Night Schools.		Total.
	Boys.	Girls.	Males.	Females.	
Leicester - -	2,480	1,697	103	121	4,401
Warwick -	10,920	8,496	372	263	20,051
Total -	13,400	10,193	475	384	24,452

Of these, I have examined 12,347 individually with the following results:—

County.	Number Presented.	Passes on Examination.		
		Reading.	Writing.	Arithmetic.
Leicester day schools -	2,164	1,805	1,644	1,534
Warwick „ -	9,572	8,266	7,284	7,002
Leicester night schools -	99	86	67	74
Warwick „ -	512	421	320	349
Total - - -	12,347	10,578	9,315	8,959

These tables give a tolerably accurate account of the work that is being done in the annual-grant schools of South Leicestershire, but not in those of Warwickshire.

All the Leicestershire schools receiving annual grants were inspected within the official year once, and no school more than once. Several of the Warwickshire schools were inspected twice, and a larger number were not inspected at all. This irregularity was caused by the change of date in many schools, which the subdivision of Mr. Bellairs' old district made necessary.

This change of date was unavoidable; but it has been unfortunate for a few of the schools, and it has made me determine to give no statistics this year of the comparative success of different schools in Warwickshire in preparing their pupils for the individual examinations. I trust the arrangements I have now made (and which have been sanctioned by your Lordships) will enable me in future to inspect every school in the month when it falls due, or at latest in the first half of the following month.

Leicestershire.

There are, as far as I can ascertain, 101 ecclesiastical districts in that part of the geographical county of Leicester which was under my charge. Of these, 10 make up the town of Leicester, with a population of 68,831, and the

other 91 form the south-western part of the county, with a population of 69,554.

Of these 101 parishes, 69, with a population of 44,863, have up to the present time received no aid from your Lordships' grants to Church of England schools; the only grant made being one to the British school at Ibstock.

Building grants only have been made to the following five parishes with an aggregate population of 6,742:—Great Bowden, Barwell, Markfield and Trinity, Hinckley.

Of the remaining 27 parishes, the schools in which have received annual grants, the following table will show the population, the number of children present at inspection, the number individually examined, and the number who passed in reading, dictation, and arithmetic. Two of these schools in Leicester, namely,—the County school and that in Knighton-street, established by the Rev. W. Fry, are not parish schools; I have given in each case the population of a neighbouring parish without a school:—

Parish.	Population. (1861).	Present at Inspection.	Presented for Examination.	Passes on Examination.		
				Reading.	Writing.	Arithmetic.
Leicester, St. Martin's	2,778	319	143	127	97	101
" St. John's	4,684	417	232	201	183	197
" St. Margaret's	13,909	286	161	131	108	78
" County	10,333	302	132	82	66	68
" Knighton-st.	12,909	226	58	41	42	44
" St. Mary's	7,964	209	86	63	59	54
" St. Andrew's	5,300	378	128	98	104	106
Thurlaston	698	105	53	47	47	38
Enderby	2,410	102	76	58	62	64
Market Harborough	2,302	221	150	135	122	122
Lubenham	640	57	35	34	29	30
Husband's Bosworth	934	94	61	59	47	38
South Kilworth	421	43	38	30	17	16
North Kilworth	409	36	24	23	16	12
Gilmorton	853	67	59	58	56	57
Wigston Magna	2,521	172	92	73	71	67
Kirby Muxloe	1,034	91	70	65	65	64
Kibworth Harcourt	1,334	75	24	16	9	5
Arnesby	573	57	17	13	14	9
Oadby	1,254	152	55	47	30	27
Sharnford	589	56	34	28	26	26
Hinckley	5,453	227	123	117	117	102
Lutterworth	2,289	76	63	61	58	49
Earl's Shilton	2,221	198	138	101	108	83
Nailstone	461	56	33	32	28	27
Higham	559	66	28	19	18	1
Burbage	1,946	89	51	46	45	37
Total	86,778	4,177	2,164	1,805	1,644	1,534

From this table it appears that nearly 5 per cent. of the population of the assisted parishes were present at my inspection, more than half of whom were over six years of age and had attended more than 200 times in the past school year. Of these, 83 per cent. passed in reading, nearly 76 per cent. in writing from dictation, and nearly 71 per cent. in arithmetic. I consider these results very creditable to the certificated teachers and their apprentices of this county.

I thought the Leicestershire children quiet and obedient, but timid and not particularly lively. They seemed to me to have been taught to rely too much on their powers of recollection, and not enough on their reasoning faculties. For instance, their knowledge of the facts of Bible history is much better than their power of deriving from those facts the lessons they were intended to convey.

In many schools the children seemed melancholy, and for their age strangely careworn. I thought, too, that I could see that their sadness and depression had affected the teachers and made them anxious and desponding.

I attribute this to several causes. First, to the want of infant schools; very young children ought not to be trained in the same way as those above seven years of age. It is a great advantage to children to have spent even a single year under a good infant-school teacher, one who knows how to improve the powers of observation, how to exercise both body and mind without fatiguing either; one who knows how to combine education with amusement. And it is a great disadvantage, a sad beginning of a child's school days when it is committed to the care of a monitor or junior pupil-teacher, whose first object is to keep the little ones from disturbing the elder girls or interfering with their instruction.

And this evil is aggravated where, as at Hinckley, there is no play-ground, where the infants have to be kept in the same room with the older children three hours in the morning and more than two hours in the afternoon. I begged the managers of some of the largest schools to consider the desirableness of separating the infants from the girls by erecting a third school-room and appointing a second certificated mistress. I believe that in some cases, *e.g.*, Leicester St. Margaret's, Leicester St. John's and Market Harborough, my recommendation will not be in vain.

Besides the 4,177 day scholars, I also examined 224 in seven evening schools with the following results :—

Parish.	Present.		Presented for individual Examination.	Passes on Examination.		
	Males.	Females.		Reading.	Dictation.	Arithmetic.
Leicester, St. Martin's	52	37	39	33	28	30
„ St. John's	21	69	29	27	20	22
Thurlaston	10	—	9	8	8	9
Earl's Shilton	20	15	22	18	11	13
	103	121	99	86	67	74

I believe the school managers in this county are fully alive to the importance of adding an evening class to every day school where the staff of teachers is strong enough to undertake it; and where this is not the case, where the master or mistress cannot undertake this duty, I know no school where the managers would not encourage any effort made by voluntary teachers to instruct those who are really anxious to learn.

I do not think I ought to close these observations on the Leicestershire schools without adding that they are entirely based on two visits (at most) to each school; that many causes may have led me to believe the children less intelligent and less happy than they really are.

Short as has been my official connexion with this county, I cannot leave it without regret, nor without thanking the managers for the many kindnesses I have received at their hands.

Warwickshire.

In the year 1862 the geographical county of Warwick, which is rather smaller than the registration county, was divided into 246 ecclesiastical districts.

Of these parishes 135, with an aggregate population of 100,303, had received no aid from your Lordships' grants for Church of England schools. Building grants or book grants only had been received by 11 parishes, with an aggregate population of 7,941. They are Corley, Chilvers Coton, Fenny Compton, Granborough, Halford, Harborough Magna, Bishop's Itchington, Loxley, Ryton-on-Dunsmoor, Warton, and Wootton Wawen.

Of the remaining parishes, containing together 440,129 inhabitants, *i.e.*, more than four-fifths of the whole popula-

tion of the county, 91 are now in receipt of annual grants, and nine have received them, but not within the last five years. These nine are, Birmingham St. Peter's, Coventry St. John's, Exhall, Ilmington, Claverdon, Ratley, Wilnecote, Snitterfield, and Dunchurch.

Eleven years ago Mr. Bellairs, in his general report, showed by a statistical account the extent to which each county in his district had availed itself of your Lordships' aid up to the end of 1852.

I think it may be interesting to many to mark the advance made in the ten years from January 1, 1853, to December 31, 1862.

I will first speak of the increase of the population in the county generally, and particularly in the borough of Birmingham.

Of the 246 ecclesiastical districts of the county, 34 were formed out of the parishes of Birmingham, Aston, and Edgbaston, and contain the whole of the borough and all its Warwickshire suburbs. In the following tables I shall call this district Birmingham, and the remaining 212 parishes I shall call Warwickshire.

The first table will show the increase in the population, and in the number actually present at inspection.

	Population, 1851.	Population, 1861.	Increase per cent.	No. of Children inspected, 1852–53.	No. of Children inspected, 1863.	Increase per cent.
Birmingham -	244,501	320,523	31·1	3,635	11,022	203
Warwickshire -	216,450	227,849	5·2	3,305	10,543	219
Whole county -	460,951	548,372	19	6,940	21,565	210

From this table, it appears that the number of children inspected has been tripled in ten years.

The building grants from 1833 to 1852, and from 1853 to 1862, have been as follows :—

	1833—1852.			1853—1862.		
	Church of England.	Other Denominations.	Total.	Church of England.	Other Denominations.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Birmingham	9,945 14 8	100 0 0	10,045 14 8	9,554 16 4	899 0 0	10,453 16 4
Warwickshire	14,810 18 4	325 0 0	15,135 18 4	10,859 3 6	261 0 0	11,120 3 6
County - -	24,756 13 0	425 0 0	25,181 13 0	20,413 19 10	1,160 0 0	21,573 19 10

The next tables will show the proportion of the annual grants made to this county and to the whole of Great Britain, including the Channel Islands :—

1846—1852.

District.	Population, 1851.	Church of England.	Per Head.	Other Denominations.	Per Head.	Total.	Total Grant per Head on Gross Population.
		£ s. d.	d.	£ s. d.	d.	£ s. d.	d.
Birmingham	244,501	1,887 9 2	1¾	626 8 4	½	2,713 17 6	2¼
Warwickshire	216,452	1,604 5 0	1¾	291 13 4	¼	1,895 18 4	2
County	462,953	3,491 14 2	1¾	918 1 8	½	4,409 15 10	2¼
Great Britain	20,959,631	—	—	—	-	293,288 6 1	3½

1853—1862.

District.	Population, 1861.	Church of England.	Grant per Head.	Other Denominations.	Grant per Head.	Total.	Total Grant on per Head on Gross Population.
		£ s. d.	s. d.	£ s. d.	d.	£ s. d.	s. d.
Birmingham	320,523	24,572 10 5	1 6¾	11,711 17 0	8¾	36,284 7 5	2 3¼
Warwickshire	227,849	27,540 4 9	2 5¼	918 18 6	⅝	28,459 5 3	2 6¼
Whole county	548,372	52,112 15 2	1 11	12,630 15 6	5¼	64,743 10 8	2 4½
Great Britain	23,208,609	—	—	—	—	3,315,926 3 5	2 10½

From a comparison of the last tables, it appears that Warwickshire had not received, up to December 31, 1862, a share of your Lordships' annual grants proportioned to its population. The grants actually received from 1846 to 1852 were only nine-thirteenths of the grants it should have received, and the grants for the next ten years were not quite nine-elevenths of the average to which its population entitled it.

This deficiency is partly due to the increase of its population, especially in Birmingham, partly to the great demand for juvenile labour in that town and in Coventry, and partly to the absence of any factory act for the hardware districts.

The building grants from 1853 to 1862 would have been much larger, especially in Birmingham, but for the reduction in the rate of aid made by your Lordships, and the extreme difficulty of procuring a site sufficiently large to meet your Lordships' requirements.

The next table gives the whole education grant from 1833

to 1862, including the building grants, the grants for books and apparatus, and the annual grants :—

District.	Church of England Schools.	Grant per Head on Gross Population.	Schools of other Denominations.	Grant per Head on Gross Population.	Total.	Total Grant per Head.
	£ s. d.	s. d.	£ s. d.	s. d.	£ s. d.	s. d.
Birmingham -	46,798 3 3½	2 11	13,433 15 4½	0 10	60,231 18 8	3 9
Warwickshire -	54,677 4 9½	4 9½	1,826 12 10½	0 2	56,503 17 8	4 11½
Whole County -	101,475 8 1½	3 8½	15.260 8 2½	0 6½	116.735 15 4	4 3
Engl. and Wales and Channel Islands, Pop. 20,207,572.	4,039,333 5 11	4 0	1,123.691 13 4	1 1½	5,163.024 19 3	5 1½

These calculations show that, although the grants to Church of England schools in Birmingham have been considerably below the average for the kingdom, the grants to the Church of England schools in the rest of the county have been nearly as far above it. They also show that while in Birmingham these schools have received seven-ninths of your Lordships' grants, in the rest of the county they have received not less than twenty-nine thirtieths.

Of the efficiency of the National schools in this county, I will only say that, in the great majority of the day schools, the subject which is most carefully and most successfully taught is religious knowledge.

Of the 9,572 day scholars who were individually examined, 8,266, or 85 per cent., passed in reading, 7,284, or nearly 76 per cent., in writing from dictation, and 7,002, or 73 per cent., in arithmetic.

Of the 512 night scholars individually examined, I was able to pass 421., *i.e.*, 83 per cent., in reading; 320, *i.e.*, 62 per cent., in writing, and 349, or 68 per cent., in arithmetic.

When it is remembered that a recent inquiry has shown that there are more than 2,000 children under 10 years of age in Birmingham who are at work nearly all day, the necessity of night schools in this district is apparent.

Of the success of the certificated teachers of Warwickshire and South Leicestershire in preparing their apprentices for the examination for admission in the normal colleges I need say nothing. The following is a list of the successful candidates in order of erit :—

MALES.—FIRST CLASS.*

Cutler, John James	Birmingham, St. Paul's N.S.
Cooper, Edward Phipps	Wigston Magna N.S.
Day, William Walker, Richard	Bentley N.S.
Landon, Joseph	Edgbaston N.S.
Rowley, Thomas C.	Birmingham, St, Paul's N.S.
Cornah, Joseph	Rugby, St. Matthew's N.S.
Drew, James	Birmingham, Bp. Ryder's N.S.

SECOND CLASS.

Fellows, Thomas	Birmingham, Bp. Ryder's N.S.

FEMALES.—FIRST CLASS.

Swain, Mary M.	Kenilworth N.S.
Frost, Mary Ann	Leicester, County S.
Ibbotson, Elizabeth	Birmingham, Ch. Ch. N.S.
Linnell, Arabella	Rugby, Trinity Par. S.
Hunt, Charlotte	Leicester, St. John's N.S.
Innocent, Helen	Coventry, St. Peter's N.S.
List, Mary Ann	Edgbaston, St. George's N.S.
Satchell, Louisa	Rugby, Elborow's S.
Bird, Julia Ann	Birmingham, Bp. Ryder's N.S.
Twist, Alice Pauline	Birmingham, St. Paul's N.S.
Shelton, Elizabeth	Birmingham Ch. Ch. N.S.

SECOND CLASS.

Turley, Elizabeth	Birmingham, St. George's N.S.
Collins, Jane	Birmingham, St. Mark's N.S.
Wilkins, Hannah	Warwick, St. Mary's N.S.
White, Anne	Tysoe N.S.
Reynolds, Sarah Ann	Birmingham, St. Matthew's N.S.
Caurah, Sarah Ann	Leicester, St. Martin's C.S.
Soar, Emma	Birmingham, St. Matthew's N.S.
Allenby, Myra	Stratford-on-Avon N.S.
Ludlow, Ellen	Birmingham, Bp. Ryder's N.S.
Freeth, Mary Ann	Birmingham, St. Luke's N.S.
Lockyer, Fanny	Cubbington N.S.
Wells, Fanny	Brinklow N.S.
Dutton, Annie	Coventry, Trinity N.S.
Mansfield, Jane E.	Coventry, Blue Coat S.

Of 301 successful male, and 526 successful female candidates, 30 are from Warwickshire and four from South Leicestershire.

Of these 34, eight males and 11 females are in the first class, 14 females and only *one* male in the second.

The honour of being first on the list has this year been gained by Charles Vaughan, from the school at Wollaston, in Worcestershire, erected at the expense of W. O. Foster, Esq., M.P., and which I had the pleasure of inspecting in 1860, 1861, 1862, and 1863.

This result reflects great credit on his master, Mr. Hackwood, who has conducted the school since it was opened.

I have the honour to be, &c.

H. M. CAPEL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector*, D. R. FEARON, Esq., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CUMBERLAND *and* WESTMORELAND, *and in Parts of* LANCASHIRE *and* NORTHUMBERLAND.

MY LORDS, December 1864.

I HAVE the honour to present to your Lordships my General Report on schools inspected by me during the year ending August 31, 1864.

Description of the size and character of the district.

1. The district on which I report was assigned to me by your Lordships in February 1863, but I had been previously acquainted with all but one small portion of it, while acting as assistant inspector to Mr. Moncreiff. It comprises the geographical counties of Cumberland and Westmoreland, the census districts of Hexham and Haltwhistle in Northumberland, and that part of Lancashire which is north of Morecambe Bay. Viewed as a whole, this district forms a very well shaped segment of a circle, somewhat larger than a semicircle. The chord is represented by a line drawn from Corbridge on the Tyne, through the fells of Weardale and Teesdale, to Brough, Kirkby Lonsdale, and Kirkby Stephen in Westmoreland. Thence, following the course of the river Lune, it passes by Burton in Kendal to the mouth of the river Kent and Morecambe Bay. Its northern end rests upon Corbridge, its southern upon Burton in Kendal, and it is bisected by the town of Brough. Starting from Corbridge the arc is formed by the rivers Tyne, North Tyne, Irthing, Liddel, and Esk, a portion of the Roman wall, the Solway Firth, Irish Sea, and Bay of Morecambe. The length of the chord is about 70 miles, and of the arc about 170.

Character of the population.

The labouring population of this district is chiefly rural; or, to be more exact, it may be described as threefold in character, viz.:—

(1.) The agricultural population, to be found mostly in the valleys of the Tyne, Eden, and Lune, and occupied in grain growing and all the processes of advanced tillage.

(2.) The Fellside population, or those who occupy the well-known lake district, and are mostly employed in grazing.

(3.) The operative, mining, and urban population, who are situated mostly along the circumference of the above described segment, and are employed in the mills of Carlisle and Wigton, in the coalfields of Maryport and Workington,

in the iron-ore districts of Whitehaven and Furness, and in the lead mines of Alston.

Allowing for the present distress among the operatives in the Carlisle region, this is on the whole a prosperous and substantial labouring population. The causes of distress at Carlisle are, as is well known, the American war and the depression of the cotton trade. But against the decline of this industry is to be set the marvellous development of the iron trade in the west of Cumberland and in Furness. The agricultural population is one much better paid, and therefore more intelligent and spirited, than that of eastern or southern counties of England; and the Lakers are notorious for their shrewdness and independence. On the whole, therefore this district shows a comfortable and substantial working population, large numbers of whom practically belong to the middle classes, and with whom the great difficulty of educationalists is not so much to get them to send their children to school as to prevent those who are really well to do from educating their children at the public expense, that is, at the expense of their poor as well as their rich countrymen, who are all alike indirectly taxed by their selfishness. But I shall have occasion to say more on the subject of this middle class population when I come to the consideration of certain practical suggestions for the improvement of schools which I have inspected.

The class of schools inspected during the year.

Simple inspection schools.

2. My experience during the year has been almost entirely confined to schools which are receiving annual grants from your Lordships. Of 149 departments visited by me, all but nine had advanced to such a stage of proficiency as to be placed upon the annual grant list; and of those nine, five were preparing to be placed upon the list, and four have I believe succeeded in establishing themselves there. Two of the five are small solitary schools on the Solway, in a part of Cumberland where it is very difficult to maintain a school. One is a little school in the Lake Fells, and the other two are ordinary village schools. It was, under the Old Code, almost impossible for these schools to get annual grants. If one of them succeeded in enticing a probationer or scheduled student to take charge of it, the probability was that either he, as the offscouring of the training schools, proved a failure and broke down at the inspection; or if he turned out a fair teacher, he soon left for a better place.

The provisional certificate.

But now by the operation of Article 90 of the Revised Code, which provides for the employment of ex-pupil-teachers, provisionally certificated, in small rural schools, these lonely and isolated country parishes are able to obtain a share of

the annual grants. Until this measure was passed I saw little chance of the greater number of the little parishes in Cumberland and Westmoreland improving their schools under the existing system. They could not afford to maintain the certificated teacher; and they could not, even if they would, combine in central schools, owing to the natural obstacles of distance, mountains, moors, and bogs. But now by this measure the benefits of annual grants are being extended to localities not hitherto reached by the influence of the Committee of Council on Education, while at the same time we avoid the anarchy and general scramble which would result from abolishing the certificate. I have watched with care the effect of the introduction into Cumberland and Westmoreland of the provisionally certificated teachers. It is of course impossible to form a conclusive judgment after only one year's experience of their work. Besides, these extreme northern counties are, like all extremities, the last to feel and be moved by a central and animating pulse, and the number of parishes which have availed themselves of this opening to public aid is not great as yet. But I have no doubt that in the course of the next two years many schools in Cumberland and Westmoreland, having been reformed, organized, and helped to supply themselves with suitable premises and apparatus by the active Diocesan Education Society of Carlisle, and having become acquainted with the provisions of Article 90, will engage provisionally certificated teachers and receive annual grants. It takes some time for the bearing of new Minutes to become known in such remote regions as these, but I have taken care to explain wherever I had an opportunity, both to managers of small schools and to pupil-teachers at the end of their apprenticeship, the importance of Article 90; and I have had several applications to recommend such pupil-teachers to small rural schools. The only valid objection I have yet heard made to the employment of these young men and women is that they are so young and inexperienced. But this same objection applies almost as much to youths issuing from the training schools, and is the objection always to be balanced in any profession against the contending advantages of youthful activity and cheapness. If Her Majesty's inspectors do their duy, recommending no ex-pupil-teacher for a provisional certificate except one whose papers have been satisfactory throughout his career, and above all whose teaching power is really good (for this is the greatest point), and if the managers of schools where they are employed will support and superintend them carefully for the first year or two, I feel sure

that they will find them a very satisfactory instrument in small schools. The knowledge of a pupil-teacher who has completed five years' apprenticeship with credit is quite sufficient, when directed and supplemented by the parish clergyman, to enable him to teach a small village school; while the certainty that he must, by passing an examination, exchange his provisional certificate for a permanent one within a few years, compels him to study and enlarge his reading at the same time that he is gaining practical experience as a teacher. Such a master may be obtained in Cumberland for a salary of about 40*l.*, and such a mistress for about 30*l.*, which is not more than two-thirds of the sum required by the lowest certificated teachers. Within the year five schools in this district have engaged these provisionally certificated teachers, of which I have visited four, three under masters and one under a mistress. The mistress and two of the masters were doing well. Their schools were in good order, and passed a satisfactory examination. The other master was a bad disciplinarian, and will probably prove a failure. For a first year's trial of a new experiment in a remote district, I regard this result as highly encouraging.

Simple inspection schools.

Of the four other simple inspection cases visited by me, one was a school which was formerly on the annual grant list, but had found itself unable to maintain a certificated teacher. A second was a recently built school, which your Lordships had formerly aided with a building grant, but which had failed to keep up its efficiency; and the remaining two were endowed grammar schools of the class with which this district abounds. These were all the simple inspection cases which I had an opportunity of inspecting. This district is a difficult one to move over, there having been hitherto only a railway communication round the outside of it. The whole centre of the district is comparatively inaccessible, and must be during much of the year travelled over by post horses and cars. Add to this the fact that of the annual grant schools, 12, viz., Grasmere, Windermere, Staveley, Irton, Nether Wasdale, Burneside, Troutbeck, Ambleside, Langdale, Cockermouth, Leadgate, and Nenthall, containing 14 departments, were, owing to a change of date, visited twice during the year, and it will be apparent that my time was fully occupied by the annual grant schools in the district. I was anxious to visit them all round, at least once, and see the effect on them myself of the Revised Code, and also to gain experience of the amount of time and expenditure required in visiting each, before

asking your Lordships to allow me an assistant; but I doubt whether, even if the number of annual grant schools should not largely increase (as I expect it will), this district can long be efficiently worked without an assistant. Even in the past year of doubt, reaction, and anxiety, when managers and teachers seemed almost to have infected each other with a panic, the number of schools added to the annual grant list in the district was 12, viz.,— Increase of annual grant schools.

Bowness on Solway.	Cleator Moor.	Lazonby.
Bywell.	Endmoor.	Nenthall.
Caldbeck.	Herdley Bank.	Orton.
Carlisle, St. Stephen's.	Irton.	Thwaites.

containing 16 departments, as against four, viz.,—

Blencogo.	Raughton Head.
Featherstone.	West Ward.

containing four departments, removed from it.

Of those withdrawn from the list I had time to visit only one, and was painfully struck by the contrast between the results of examination under the present uncertificated and under the former certificated teacher. I found 23 boys and 11 girls in the school, and they were fairly quiet and orderly, but half asleep. The registers were very imperfectly kept, and there was no time table made out. Sewing was not taught to the girls. The reading of the scholars was muttering and mumbling. The book was hard, and they stumbled along at random. The copybook writing was bad. The master wrote well himself, but he did not attempt to teach or correct the children. They did not imitate his copyheads properly, or try to do so. The first class, 13 children, were given eight easy lines of dictation slowly read out to them by a few words at a time. Out of the 13, five failed altogether to do the exercise, and the remaining eight had an average of three mistakes each. The arithmetic was bad, the knowledge and working of the compound rules being very imperfect and incorrect. Some in the first class could not even work all the mechanical simple rules. This is a common and not a bad type of a small country school in Cumberland under an uncertificated teacher.

3. The circumstances of the past year, however, tie me to speak almost entirely of the annual grant schools in this district; and I regret the less to confine my report to them, because of the great change which has come over them in the methods by which they are qualified to receive grants, and the increased minuteness and accuracy of the examination which they are required to pass. Annual grant schools.

Method of inspecting and examining.

All the schools in this district were, almost without exception, prepared for my visit, and for the more technical character of the examination, by a circular which I sent round, and of which I annex a copy.

Circular to accompany the paper of Supplementary Rules.

The following will be the system pursued by me during the year 1864. Teachers must remember that the articles of the Revised Code will be as exactly as possible carried out. The following hints are only intended to determine obscure or doubtful points. Teachers' attention is directed to the annexed paper (the paper of Supplementary Rules) which is of the greatest importance. They should also remember to hold frequent examinations of their schools according to the standards in which the scholars will be presented to me, paying especial attention to the order and discipline, which should be very exact.

I. Inspection.

(*a.*) On the day fixed for my visit the school should when I arrive be in its usual order of classes, and the work should be proceeding and should continue after my arrival to proceed according to the time table, which should in every school be placed conspicuously upon the wall. The logbook, registers, managers' returns, and the examination schedule should be lying upon the table or desk.

(*b.*) I shall nearly always begin with inspection, looking to the discipline, teaching of the principal teacher, and pupil-teachers or monitors, and the general condition of the school.

(*c.*) I shall next proceed to examination on religious knowledge, class by class, or division by division. The principal teacher, pupil-teachers, and monitors will be required to assist in this examination. In class I. a fair knowledge of chief facts in the Old Testament, minute knowledge of one or more books and one Gospel, with sacred Geography, will be required. In junior classes such knowledge as will suitably lead them up towards class I. The grant will be reduced for failure in religious knowledge.

(*d.*) This examination ended, the school must be changed into standards for the schedule examination, the standards being ranged alongside one another in numerical order. When there is not desk accommodation for all the standards, standard I. should be placed in a square or circle upon the floor. It is desirable to avoid placing children of one standard in desks behind those of another.

II. The Schedule Examination.

When more than 80 children over six years of age are presented, the examination will usually not be finished on the first day of inspection. Two days will generally be given to the inspection and examination of a school presenting more than 80 such children upon the schedule. The examination on the schedule will begin with arithmetic. All sums will be given orally, as a test of notation, except to standard I., when they will be placed upon the black-board.

(*a.*) The following scale of notation will be used, viz.:—

Standard I. up to twenty.
Standard II. up to thousands.
Standard III. up to hundred thousands.
Standard IV. up to hundred millions.

(*b.*) Lowest result for a pass. Three sums being given in each standard, at least one must be absolutely correct, and the rest right in method.

Reading must be intelligible (with book), and audible at some distance; straightforward, and free from blunders.

Writing. All children above standard I., and as many of standard I. as possible, should write their names legibly. In dictation eight lines will be set. The handriting in this must be fair. The lowest result for passing in dictation will be regulated as follows:—

Standards III. and IV. not more than four mistakes of any kind allowed.

Standards V. and VI. not more than two mistakes of any kind allowed.

The three subjects of the schedule examination being finished, slates and papers must be collected in the order of names upon the schedule. The remaining time will be devoted to needlework in girls' schools, geography, grammar, and higher arithmetic, &c. in boys' schools.

Note that all work of Standards IV.–VI. inclusive is to be done on paper. No slates will be allowed, but paper for rough drafts will be permitted. Copying and whispering will cause the child offending to be rejected in all three subjects. Children should be practised in going through such an examination in perfect silence and order, and should be placed as far apart as possible for examination. Higher arithmetic will be given to Class I. in old-established boys' schools, and the result will form a feature in the general report. Geography and grammar are not absolutely necessary in schools inspected for the first time under the Revised Code, but knowledge of them will obtain a better general report. Next year they will be required (at least in boys' schools) as formerly.

Infants' schools will be inspected as formerly.

I sent this circular because I knew how slow country places are to apprehend the effect and bearing of changes introduced by your Lordships' Minutes, because I wished my first year's trial of the Revised Code to work smoothly and fairly, and my experience not to be thwarted and embarrassed by the misunderstandings, misadventures, and waste of time which the first trial of a new system would otherwise occasion, and because I desired, in a case where the passing or rejecting of each child was to be attended with results so important to the schools, to tie myself to a method and system which should be well defined and intelligible to managers and teachers, and which should not leave me to work by an uncertain and random estimate, residing somewhere in my own imagination, and sure to vary when I was fatigued, annoyed, or unwell. After careful consideration, therefore, guided by experiments which, in compliance with your Lordships' directions, I had made under the Old Code, I established the above standard, which I am happy to know was generally considered equitable by managers, and which I am sure teachers will admit saved them from much unnecessary anxiety and many a catastrophe; indeed, the loss of time, disappointment, and unpleasantness which arose in a few schools where the circular had not been received proved its value to all parties. I have, of course, found occasion to modify my practice in some points and

Necessity of a definite standard for passing and rejecting children examined on the schedule.

on some occasions, but, as a general rule, my year's work in schools has been carried out on that plan, and I have invariably adhered to that standard for passing and rejecting children on the schedule. Though I have found myself able to work more quickly than I anticipated, so as often to finish in one day a school which presented 100 or more children on the schedule, I am unable to say exactly in what time I can get through a school of 100 children; that depends so much on the readiness and activity of the master, the discipline and intelligence of the children, the number of pupil-teachers and paid monitors, and the proportion of children in the first standard, who do a good deal of their work orally, and who cannot be hurried, and must be handled with care and geniality; but I think the schedule examination of 100 children would take me on the average about four hours, giving out all dictation and sums myself. I have always made out a paper of the sums I meant to give before going to each school, and I used the same paper for a dozen different schools, where there was no likelihood of intercommunication. This plan has given me the advantage of a kind of competitive examination of groups of schools, the results of which are recorded in my notes, while the heart-burnings, jealousies, parade, and other evils of such public competition are avoided. The following is a specimen of the schedule examination in arithmetic given in a dozen Lake schools :—

Time occupied by the schedule examination.

Examination in arithmetic.

STANDARD I.

Write down these numbers—3, 7, 5, 10, 18, 20, and do addition and subtraction sums orally from the black-board.

STANDARD II.

(1.)	(2.)	(3.)
507	2856	235678940—182736092
362	3029	And the multiplication table.
428	810	
640	57	
	642	

STANDARD III.

(1.)	(2.)
79810	5062390 × 37
3056	
79	
287	(3.)
6803	325062397 ÷ 9
59032	

STANDARD IV. (on paper).

(1.)

£	s.	d.
209847	12	$10\frac{1}{2}$
806	5	$7\frac{3}{4}$
6548	10	0
527065	17	$3\frac{1}{2}$
94279	8	11
5846	13	$8\frac{3}{4}$
79	19	10

(2.)

£ s. d.

427 15 $10\frac{1}{2}$ × 635

(3.)

£ s. d.

37 12 10 ÷ 6

STANDARD V.

(1.)

Tons.	cwt.	qrs.	lbs.
28369	13	2	15
4827	9	3	7
8263	10	2	8
3070	4	0	12
59625	17	3	5
6847	5	1	18

(2.) A coach wheel is 10 feet in circumference. How many times will it revolve in a mile?

(3.) A groom has 40 bushels of corn to last from January 15th, 1864, to March 10th, 1864 (inclusive). He has 2 horses, and feeds them 3 times a day. How many gallons of corn may he put into each feed?

STANDARD VI.

(1.) A dealer bought 2,560 sheep at 2*l.* 3*s.* $7\frac{1}{2}$*d.* each. Find by Practice how much he had to pay for them.

(2.) Find the value of 21 acres 2 roods 15 perches at 7*l.* 15*s.* 6*d.* per acre.

(3.) Make out an account for the following goods purchased:—

				s.	d.	
10	yards of	long cloth	@	0	$9\frac{3}{4}$	per yard.
6	„	flannel	@	2	$2\frac{1}{2}$	„
15	„	ribbon	@	1	3	„
$7\frac{3}{4}$	„	silk	@	4	6	„
$6\frac{1}{2}$	„	muslin	@	1	2	„
4	„	velvet	@	12	6	„
13	„	lindsey	@	2	6	„

There can be no doubt of the searching nature of the schedule examination. Its greatest opponents cannot deny this; and in my judgment, when combined with general inspection, a thorough scripture examination, some harder sums given to older boys, and some questioning in history, geography, and grammar, it is a severe and conclusive test of a good school. The question then arises, How have the schools in this district under certificated teachers passed this ordeal during the year on which I have the honour to report?

Results of inspection and examination of annual grant schools.

4. To say that they have passed it well or ill, that so many are good, fair, or bad, is to give a vague and deceptive judgment. It may mean anything or nothing. The only exact or useful account to give of such performances is that which can be expressed in figures. It is difficult, if not impossible, to give such an account of the oral examination in scripture, geography, and grammar. I must, therefore, confine myself to the other three elementary subjects, only remarking here that I found very great and marked improvement this year in religious knowledge, especially among junior classes, and that I found geographical and grammatical knowledge somewhat declined. Within the year I examined, exclusive of night schools and infants' schools, 132 departments on the plan described above. They presented to me 7,487 children for examination, each in the three subjects of reading, writing, and arithmetic; of these children, 6,679, or 89·23 per cent., were passed in reading, 6,562, or 87·64 per cent., in writing, and 6,109, or 81·60 per cent., in arithmetic. I regard this as a very satisfactory result of a first year's application of the Revised Code to this remote and rural district.

Data on which results of examinations in dictation and arithmetic are based.

But, besides the above tests, I adopted throughout the year and in every school another test, applied especially to the four higher standards, and on which the tenour of my report to your Lordships was in each case largely based. I always, as I have already observed, set eight lines of dictation in each standard, taking care to select a commonplace passage, and to avoid proper names, unusual words, and everything of the nature of ἅπαξ λεγόμενα. I then took the average number of mistakes in all the standards, dividing the sum of all the mistakes by the number of children working the exercises, and counting every error, even misplaced capitals, and words repeated, as a mistake; I also took in each case the number of children who worked the exercises free from error, and I considered the dictation in any given school "moderate" when the children in it had, on an average, two or more mistakes apiece, "fair" when they had less than two mistakes, and "good" when they had less than one. So also with arithmetic. Giving always three sums in each standard, I collected the total number worked rightly, and divided by the number of children working them, and I considered the result as "moderate" when the children had on an average less than 1·5 sums apiece worked right, "fair" when they had from 1·5 to 2 sums each worked right, and "good" when they had an average of more than two each worked right. My reports to your Lordships on the dictation, spelling, and elementary

arithmetic of the upper part of schools inspected by me have been throughout the year based on these data; and I find that, of the above-mentioned 132 schools, 55 were, according to that estimate, good in dictation and spelling, 40 fair, and 37 moderate; while in arithmetic, 49 were good, 45 fair, and 38 moderate. These terms, it must be remembered, are meant here as the expression of the above-mentioned estimate; and on the whole the results given in them cannot be regarded as discouraging, though they sufficiently show the absolute necessity of a stringent and stereotyped elementary examination.

Improvements in the education given in these schools during the year.

5. And this leads me to the question, Whether there has been any marked improvement during the year, or any noticeable deterioration in the condition of the annual grant schools in this district?

I have observed a marked improvement in the following subjects taught, viz.:—

Holy Scriptures.

I. Religious knowledge. Two years ago very little New Testament was prepared for the inspector in this district. The upper classes were often well prepared in one or more historical books of the Old Testament, but they had, generally, very little knowledge of the historical outline of the Gospels, the leading doctrines of our Lord's teaching, and the history of the Apostles after His ascension. The catechism and liturgy were not systematically taught, and the lower classes were almost wholly neglected in religious knowledge. I am happy to be able to report a very marked improvement here. The Old Testament knowledge has, especially during the past year, been much better diffused and wider in range without suffering in accuracy, and a habit is springing up in many schools of passing highly creditable examinations in the Gospels and Acts of the Apostles. The catechism has been more accurately learned in the lower, and better understood in the upper classes. On the whole, while the examinations in religious knowledge have been more exhaustive and trying than in any former year of my experience, the results have been gratifying. I have only had to warn 10 out of the 140 departments examined by me for grants, and have only had to recommend a reduction of the grant to four of them on account of failure in religious knowledge after previous warning.

Spelling.

II. Spelling. Dictation is now generally done lower down in schools than it used to be, and the effect of transcription in Standard II. is beginning to tell.

Teachers are, perhaps, becoming rather too apt to abandon all oral spelling, which they will find before long to be a

mistake; but on the whole I am glad to report that my notes on dictation for this year show, when compared with those of last year, a decided improvement in spelling.

Writing. III. Writing is improved on the whole, especially in respect of increased rapidity, neatness, and facility in writing and expressing calculation and thought upon paper.

Arithmetic in girls' schools. IV. Arithmetic is greatly improved in accuracy and soundness, especially in girls' schools. I think the improvement in correctness and breadth in girls' arithmetic is one of the most remarkable features in my year's experience. Formerly I used to be told "girls cannot do arithmetic. "Mistresses cannot teach it. You must not expect accu- "racy." The application of the standard examination has furnished the best answer possible to such theories and excuses. The girls have not, perhaps, generally been presented in so high standards as the boys, but their averages have been, on the whole, quite as good as those of the boys, and necessity has been the mother, not in this case of invention, but of carefulness.

Sewing. V. Needlework is slowly improving. About half-a-dozen more schools in this district have, during the past two years, adopted a regular system of combined home and school work. The possibility of adopting this, which is the only real method of teaching needlework, depends so much on the circumstances of the parish, and the amount of judicious and continued effort which lady managers will make, that I feel I cannot, as I should wish, insist on its universal adoption. But if I cannot secure the adoption of the best methods, I will, at least, have a minimum result; and I intend in future to require a piece of suitable work from every girl presented to me to pass in reading, writing, and arithmetic.

Points in which these schools are not so good as they were. 6. I now come to those points in which I have observed a deterioration in the condition of annual grant schools during the past year. I am happy to be able to say that, though there are one or two points in which I have remarked decline, the growth and improvement of the past year have on the whole been greater than those of any previous year in my experience. The following are the points in which I notice retrogression, viz:—

Reading. I. Reading. This has never, within my experience, been a good subject in Cumberland, Westmoreland, or West Northumberland. The harshness of the Solway, Lake, and Tyneside dialects, seeming in the latter to amount almost to a physical imperfection, together with the natural pride and strong sense of the ridiculous in these north

countrymen, militates against good reading aloud. I remember, at a school in the Lakes, where some pains had been taken with reading, but where the scholars had been as usual torturing me with a noise more worthy of parrots than of English children, that a little girl got up in the second class and read with fluency, sweetness, and an intelligent articulation. On inquiry I found she had lately come from London. To me her reading was a refreshing interlude, but I could see that to the other children it was broad farce—something to be a little amused at and a good deal despised. I cannot, therefore, at present, and I do not, expect a high standard of reading in this district; but I do think it might be better than it is; and I fear there has been an actual deterioration during the past year. I shall presently make some suggestions for its improvement. Difficulty of introducing good reading into the North Country.

II. Grammar has considerably fallen off during the past year. This is, perhaps, pardonable in the first year of the new system; and I would, a thousand times, sooner be assured, as I now am, that the elementary subjects are carefully taught throughout the schools, than have the most accurate knowledge of the parts of speech. Grammar.

III. Geography has also been somewhat, though not so much as grammar, neglected. I trust and believe that this also is only a temporary omission. Geography.

IV. I have noticed, in some schools, a scantiness of books during the past year. This is a defect which must not be permitted to continue, and I shall in future make a fair supply of books a *sine quâ non* for recommending the payment of the entire grant. In other respects I have no fault to find with the appliances and apparatus of the annual grant schools in this district. As a general rule they are admirably supplied with maps, black-boards, and other necessaries, and the power now possessed by Her Majesty's inspectors of recommending a reduction of the grant under Article 52 (a) operates salutarily in securing efficiency in these particulars. Under the Old Code an inspector had no alternative between recommending the payment of the whole grant or none, and the certainty that your Lordships would be very unwilling to inflict the heavy penalty of refusing the whole grant perpetuated abuses. I have remonstrated over and over again, in some schools, against these deficiencies, and, as in the case of the girls' arithmetic, have been met year after year with the stereotyped "*non possumus*." I think one of the effects of Article 52 (a), and of the greater elasticity of payments under the Revised Code, Books. Schools well supplied with apparatus.

will be the disappearance of those words from managers' vocabulary.

General progress during the year.

This concludes the list of subjects in which I find the annual grant schools in this district improved or deteriorated; and I think when we compare the number and importance of improved subjects with the number and importance of deteriorated subjects, the balance will be found largely in favour of the former, and that it will appear that the year on which I have the honour to report has been for these schools, if not an "*annus mirabilis*," yet one of sound and satisfactory progress.

Practical suggestions for the improvement of schools in this district.

7. I now proceed to submit to your Lordships' consideration, a few suggestions for the improvement of these schools. I begin with some suggestions for the amendment of defects in elementary teaching.

Reading.

(a.) Reading. I have already remarked on the badness of this subject in the district, and on an apparent falling off during the past year. I think the cause of this deterioration is that whereas good teachers formerly gave a very large portion of the school time to simultaneous and other methods of teaching good reading, they have been obliged lately to divide their time more evenly between all three elementary subjects, and to be content with a lower and more mechanical standard of reading. In so doing most of them have altogether abandoned the simultaneous teaching. Now this, I will venture to say, they will find to be a mistake. It is true that simultaneous reading has been very much abused; few teachers have made it very effective, and with many it has been a mere sham, covering the wretched results of their teaching under a cloak of outward pretence. But simultaneous reading must not be altogether abandoned. Where the children read badly, at least every alternate reading lesson in every class should begin with some simultaneous practice, in which the children should be made really to imitate the teacher's inflexion, and should not be allowed merely to shout the lesson monotonously after him. Candidates and young pupil-teachers should, from the first, be taught to give simultaneous lessons, and even the youngest children should not be allowed to read in a monotonous tone. Another point which has been neglected of late in reading lessons is the questioning of the class on the meaning of the lesson and its contents. This, besides being a means of encouraging children to think, is one useful way of discovering whether they have been really attentive during the lesson, and candidates and young pupil-teachers should be trained in this

from the first. I have generally required candidates and pupil-teachers, in the first and second years, to give a reading lesson, and to question on it. The following is something of the way in which a reading lesson should be given, using but not abusing the simultaneous method. Suppose the lesson is new, and to be given to standard III., and to last an hour. The teacher, having his class brought out to a semicircular line upon the floor, divides his time into three unequal parts.

I. 20 minutes.

(a.) He reads a passage aloud, the class listening.

(b.) He reads it aloud by a few words at a time, the children reading after him simultaneously, and imitating his voice, inflexions, and pauses as exactly as possible.

(c.) The children read it aloud simultaneously. He stops them and corrects them if any portion of the class are working badly, and sometimes makes one portion of the class, sometimes another, go on alone without the rest.

(d.) This process is repeated until time expires.

II. 30 minutes.

He puts on the children individually in the passage which they have been working simultaneously, and in other passages, taking care to make the worst readers go on oftenest, and calling attention to the merits of the best readers.

III. 10 minutes.

He questions rapidly on the matter and text of the lesson, making the children answer by hands, and not allowing them to answer simultaneously.

Some teachers say that "such a process will not pay now. All that is required is mechanical reading." They are much mistaken. Intelligent reading is required in all standards for a good report, and in the three highest is essential for a pass. But even if this answer were true, I am convinced that a process like the above will help it immensely to get rid of mechanical blunders, and that it cannot be begun too early.

Before leaving this subject I would advert, with regret, to the great silliness of many of the lessons in some of our new reading books. Young children are not interested or their attention engaged by buffoonery, and young pupil-teachers find their difficulties in maintaining order and respect very much increased by it. Trashy lessons in some new reading books.

(b.) Spelling. I have already spoken of the tendency to abandon oral spelling. This is a wholesome reaction against the old-fashioned spelling-books. In former days Spelling.

a parent had only two tests of his son's schooling. Did he bring home rule of three and mensurations well copied out in divers coloured inks, and could he spell two columns in the spelling-book without blundering? I remember a turnpike man who took his son away from an annual grant school, near Windermere Lake, solely because, having tried him in the primer, he found he could not spell "Ahasuerus." The natural reaction against this most partial test has been a tendency to neglect oral spelling altogether. But this will not do. Oral and written spelling must be combined; and the best way to do so is for the teacher to compose or select passages in which there are words, not like Ahasuerus, but words of common use, varying in length, pronunciation, and accentuation. The children in standard III. and IV., where necessary, should be made to learn and repeat these words as home lessons, and then tested in them next day by dictation.

Writing: in Standard I.

(c.) Handwriting and penmanship. Some teachers seem to suppose that the examination in writing in standard I. implies that the children are not required to be taught to write from a copy, because the Code directs them to "form "letters, capital and small, from dictation." The result is, of course, very bad in writing in Standard I. The proper way to give a writing lesson to Standard I. is to go systematically through the alphabet, at each lesson forming a few letters on the board and making the children copy them, and then rubbing the copy out and making them write them from dictation. This process, while teaching them to copy carefully, will prevent the lesson from being a mere drawing lesson, and will secure their passing standard I. satisfactorily. Other teachers have supposed that under the Revised Code copybooks, transcription books, mapping, &c., would not be examined. This is also a mistake. All these things will count towards the general report on the school in my inspections. The following are the commonest faults in teaching writing in this district:—

in copybooks.

I. The older boys write nothing in their copybooks but small hand. I hold it to be an axiom that as long as a boy wants to write in a copybook at all, so long he wants to write large as well as small hand. If his hand is formed, it is a waste of time to make him copy; let him have a transcription book, and be writing out things that will be useful for him to refer to in after life; but if his hand is not formed, (and very few at our elementary schools are,) he should have a copybook with three sizes of hand in it; this is far the best guarantee and proof of good writing.

II. The girls write "ladies' angular hand." It is not necessary to say much against this abomination. Almost all managers and teachers admit its worthlessness and injurious effects; but they say public opinion demands it. I shall never report favourably of the girls' writing where I find they write angular hand only.

III. Want of systematic correction. I sometimes find, in an otherwise carefully taught school, the copybooks insufficiently corrected, and when I complain the teacher says, "I assure you I am going about through the class the "whole time they are writing." This will not do. The best plan of giving writing lessons is to have a fixed number of lines, say two or three, more than which the children may not write without stopping. When a child has written two lines it stands up and turns the book towards the teacher, who corrects the faults. The number of lines may be increased to good and careful writers, and diminished to the careless. By this means all copybooks will be systematically corrected, and hasty writing will not be encouraged as it is by the other plan. This plan will also be found very useful to teachers, who, from want of staff, are obliged to take another, *e.g.*, a reading, lesson at the same time.

(d.) I have been much disappointed at the way in which the logbook has been kept during the past year. I am quite aware that in small country schools, especially where there are no pupil-teachers, it may sometimes be difficult to find materials for every day without falling into impertinent general observations; but I am sure that the logbook might, even in these cases, be much more intelligently kept than it is. A great deal depends on the animus with which a teacher sets to work. If he chooses to think the logbook unnecessary, useless, or inquisitive, of course he will "not know what to enter." If, on the other hand, he regards it as an excellent aid towards systematizing his work, and towards proving to the inspector that he does so, and as a means of showing how much methodical care, thought, and intelligence he bestows on all the details of his profession, he will find plenty to say. During the past year there must either have been a want of some of these qualities in the teachers of this district, or else a considerable prejudice against the logbook. There is no other sufficient reason why logbooks should often have been so inadequately kept. There have, however, been some brilliant exceptions to this general rule; and I take with pleasure this opportunity of mentioning the names of the following good teachers who, from the first, kept their logbooks in such a

The logbook.

style as to give me a high sense of their intelligence and efficiency.

Mr. J. Green, National School, Brough in Westmoreland.
Miss Ann Joy, Fawcett Girls' School, Carlisle.

Of these, Miss Joy's was decidedly the best I have seen throughout the year, and was in every way, like all her school work, thoroughly satisfactory.

Night schools.

(e.) Night schools under inspection are not common in this district; and those that exist are not very successful; their great defects are,—

Their defects.

I. Want of discipline. It is no doubt difficult to keep young men and women in the same order as children, and it seems cruel to expel, because they are disorderly, those who have been labouring all day and come with commendable ambition to learn at night; yet it is really much more cruel not to do so. It is very unfair upon those who really want to learn not to protect them from the triflers; therefore I say to night-school teachers, either keep good order or give up the school. A disorderly night school is worse than none, for it defrauds earnest learners of the real value of their time and their fees. The scholars should be reasoned with, and have the importance of discipline put before them from this and other points of view, and those triflers who, after that, refuse to exercise proper consideration for their schoolfellows should be expelled.

II. Want of aim and definite scope in the teaching. The scholars are too apt to be self-opinionated as to what they do, and do not want to learn. One only wants to learn duodecimals; another only mensuration; a third only writing; a fourth only reading. Their views of education are, of course, narrow and one-sided, and the teachers of night schools do not sufficiently insist on the importance of other subjects. In this respect I think the schedule examination is doing good in night schools. Like all definite examinations, whether at Oxford, Inns of Court, or schools, it gives a point to the scholars' work.

Middle class education. Necessary in this district to the really successful development of elementary education.

8. In conclusion, I would venture to urge upon this district the importance of improving the education of its middle classes, as a means of raising and perfecting that of its lower classes. A proper education of the farmers and small employers of labour is essential in rural localities to a real appreciation of the value of elementary education of the poor. So long as the middle classes are ignorant and badly taught they will envy, neglect, or despise, and therefore obstruct, instead of supporting, the civilization of the labourer, whereas an improvement in the existing means of secondary

education will immensely aid and stimulate elementary education. Few rural counties in England are better supplied than Cumberland and Westmoreland with endowed grammar schools, at which some of the greatest lights of Oxford and Cambridge have been formerly educated, but these are now for the most part utterly degenerate, mismanaged, and badly taught. There are, of course, some exceptions to this judgment, but it is true of far the largest number. If the numerous friends of progress and education in this district will turn their attention to reforming these endowed grammar schools a great step will have been made towards helping the education of the poor.

In the first place, the farmers and statesmen, being themselves trained to feel the advantages of sound teaching, will more readily assist towards supporting the education of their labourers, and will not, as they now often do, leave the whole burden of voluntary subscriptions to be borne by the clergyman.

In the second place, these members of a middle class will, when able to obtain suitable education, no longer endeavour, as so many of them do, to educate their children in the annual grant schools intended for the poor, and an unjust burden will thus be taken off from the whole nation, while more money is left for the use of the poor. The number of well-to-do persons who were not ashamed, under the Old Code, to provide their children with elementary education at the public expense is much diminished by the new system. But the middle class shades off so very gradually into the labouring class, especially in this district, that the greatest difficulty is experienced by managers and the inspector in drawing a line which shall separate those children who do from those who do not satisfy Article 4 of the Code. It seems to be generally acknowledged in Cumberland that while the labourers are well paid and comfortable the farmers are often actually poorer than they, while the statesmen or small freeholders are very commonly the poorest and most miserable class of all. The incumbent of a parish near Carlisle, who, as one of the chairmen of the Carlisle Savings' Bank, has opportunities of noticing these circumstances, writes to me thus,—

"Last week I gathered from a gentleman extensively engaged in coal mines and other public works near Newcastle, and having at one place 1,000 men and boys in his employment, that his miners have 5*s.* 4*d.* per diem, their house and coals free, a garden, and medical attendance. The small tenant farmers as a class have little or no capital,

are on the same social level as working men, and associate with their servants, taking their daily meals with them, sitting with them in the evening, and dressing like them. I know labouring men who have shares in banks at Carlisle, many who have acquired a house by joining a building club, and very many who have money deposited in savings banks, but I cannot bring to mind an instance of one small tenant farmer possessing such property."

Yet it is clear that the aid distributed by your Lordships for the benefit of the labouring class ought not to pass into the pockets of farmers, and I have therefore endeavoured during the past year to ascertain whether, and where, any line can be drawn between the labourers and small farmers. With this object I addressed a letter to some of the influential clergy and landowners in the district inquiring whether any such line could be drawn,—

(*a.*) By amount of rent paid to landlord.
(*b.*) By amount of acreage tenanted or occupied.
(*c.*) By a combination of these two considerations.
(*d.*) By any other method.

The invariable answer to my inquiries has been that none of these considerations would afford a practicable and satisfactory solution of the difficulty, and I must admit that the objections to them seem to me unanswerable. Had I remained in this district during the year 1865 I intended to have asked from some 20 parishes in different situations a statement of the number of farmers and statesmen in each, with the amount of their rent and acreage. Being now, however, removed to another district, I leave all such or other inquiries which your Lordships may think requisite to my successor. The results of my inquiries so far, and the reasons why I have rejected the above data as unsatisfactory, may be well explained in the subjoined copy of a part of a letter which I received on the subject from the Reverend J. Troutbeck, late vicar of Dacre in Cumberland, and himself a landowner. He says,—

I do not think it feasible to draw a precise line between tenant farmers who may and may not be aided. Take acreage. Draw your line at 20 acres, by no means too high a point. On paper this limit may do very well. But the 20 acres may be worth 5*l.* an acre, and the man who rents them as well off as another man in the same parish who rents 100 acres worth 1*l.* an acre, and who is excluded from the receipt of aid. Take rent. Rent is usually estimated to be equal to profits. Let us draw the line at 50*l.* a year. One man has a farm of 50 acres from his father at 1*l.* an acre, worth 2*l.* in the open market. His next neighbour is screwed up to 52*l.* for land really worth 45*l.* Another man has 50 acres at 2*l.* His neighbour pays only 50*l.* for his farm, but has 1,000*l.* invested in a railway at 5 per cent. Take rent and acreage combined according

to the foregoing limits. One man's 20 acres may be cheap at 50*l.*; another's 30 acres dear at 45*l.* I think these tests will not satisfy you. I should suggest a line such as the following. In the case of landowners, they should be eligible for aid if they held *all* their land in their own hands, and worked it themselves, with the help of not more than one man and two women, either of their own family or hired servants. Tenant-farmers should also take part themselves in the daily work of the farm, and be assisted by not more than two men and two women, either of their own family or not. If a man did not work himself, but only overlooked, I should cut him off from aid; for I should be sure that if he could be idle on a farm of his own which could be worked by one man and two women, or on a rented farm which two men and two women could work, he must have other means of support. I think this scheme would meet the case fairly; I do not venture to say precisely. I think the question of ability or non-ability to pay 9*d.* a week for schooling is included in the proposed solution; and as for the social station of these men as compared with other labourers, my experience goes to make it, in homely phrase, six of one and half-a-dozen of the other. When you get to farms requiring more than two men and two women besides the master to work them you are in a loftier region altogether. The master must be only an overlooker, for his farm will be a large one, every man additional representing a pair of horses, and an increased acreage, and more stock.

I have selected this letter out of several because it is the only one which, besides stating objections to my proposals, is also constructive. The scheme proposed in it is founded on an experience of the farming in this district much longer and more practical than mine, but I do not know whether the basis suggested in it would be found more satisfactory to the country in general than the present arrangement. According to the present arrangement farmers, if they employ other labour than that of members of their own families, are, *primâ facie*, not of the class contemplated in Article 4, and it rests with the managers, if they desire a grant for the children of any such farmer, to prove to the inspector that, though not in the letter yet in the spirit, he satisfies the requirements of the Article, being in means and position on a level with the labourer.

At present I am unable to offer any other suggestion which will afford a solution of the question more satisfactory than that furnished by a conscientious interpretation of the supplementary rules issued to managers of schools.

I have the honour to be, &c.

DANIEL R. FEARON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. J. G. C. FUSSELL, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County* MIDDLESEX.

MY LORDS, January 31, 1865.

IN the beginning of 1864 I applied to the Lord President for a few months' rest from my official work. I desire gratefully to acknowledge the readiness with which my request was granted.

In consequence of this, I have been absent from my district during a period of five months, viz., from 15th January to 15th June last. As this period comprises that part of the year which is more particularly devoted to the inspection of elementary schools, the area of observation upon which I have to base this my first report under the New Code has necessarily been limited, the more so, because a considerable proportion of the schools visited by me in the autumn of 1863 were still under the Old Code. I have been careful, however, to examine the conclusions at which I have arrived, by the light of subsequent experience gained during the three months that have elapsed since the close of the official year, and I believe them to be substantially correct. They will undoubtedly, however, undergo modification in successive years, inasmuch as the results upon which they rest will themselves be modified as the operation of the Revised Code becomes more familar to all whom it concerns. The financial results of the Code cannot, I think, as yet be definitively appreciated, partly because of the forbearance with which your Lordships have been good enough to treat the non-observance of its conditions in cases which seemed to present a reasonable claim for such forbearance, and partly because of the indulgence with which the standards, according to which the children are presented for examination, have hitherto been applied.

I still find considerable apprehension on the part of the managers with regard to the future. They may exaggerate the difficulties they anticipate; at any rate it does not appear to me that what has fallen under my observation is sufficient to warrant any positive conclusions on my part. Of one thing I am, as I have always been, most distinctly persuaded, that efficiency is the surest, and, in all ordinary cases, the only road to financial success.

If, from whatever cause, a school cannot be made fairly efficient, it is a less evil to close it than to keep it open

I use the term "efficient" in no narrow or partial sense. It implies no procrustean standard of acquirements. There are, of course, degrees of efficiency, but a school with a comparatively modest "time table" may successfully vindicate its claim to be called efficient, while another with an ambitious range of subjects would urge such a claim in vain.

I believe that managers and teachers would often find it profitable to consider thoughtfully what a good school ought *not* to be, as well as what it ought to be. To push forward the higher at the expense of the lower classes, to aim at present effect rather than at permanent efficiency, to conduct the school with primary reference to the amount of the annual grant, are tokens of a mistaken and unthrifty spirit, and will commonly, in the long run, lead to disappointment and loss. One of the best school managers I know has intimated his purpose of carrying on his school without any immediate reference to the amount of money which the result of the inspector's examination may produce; to organize and instruct it in such a manner as will, in his judgment, most decisively ensure sound and equable progress in a suitable range of subjects. I have very little doubt that the result of the examination will justify his decision, and that he will have a far better school and a larger grant than he could have secured by any other process.

In almost all the schools which I have inspected during the past year, I have been led to feel that the end has occupied much of that attention which would have been more usefully bestowed upon the means. This is not altogether to be wondered at. Extensive organic changes had been made in the mode of testing and estimating their work, and there has been an uneasy consciousness that no means existed of adequately forecasting the extent to which their available resources would be affected thereby. I am convinced, however, that the great body of school managers in my district will spare no reasonable effort to secure funds for the continuance of their important labours.

I cannot call to mind a single instance in which any of the best schools have, as yet, been benefited by the working of the Revised Code.

It provides indeed a wholesome stimulus to increased exertion in the lower classes; and I have met with some schools during the past year in which the application of such a stimulus was needed, and will, I have no doubt, be attended with beneficial effects.

But, in most instances, not only has there been no improvement, but there has been a falling off in efficiency in many respects.

This, however, is partly to be accounted for by causes which were to be calculated upon.

At the beginning of an extensive system which contained so much that was new in its details, it might have been foreseen that there would be misapprehension and confusion sufficient to preclude the possibility of arriving beforehand at anything more than an approximate estimate of its operation. Under such circumstances it was reasonable that the standard applied should be at the outset of a somewhat indulgent character. Had the necessity for this been overlooked, many schools would have suffered undeservedly, and serious discouragement would have followed. As it is, that evil has been averted, but in most instances at an expense of present efficiency that it is important to guard against in future.

The whole system of inspection, examination, and grant is obviously but a means to an end, that of raising the school to a state of approved and permanent efficiency. I propose in future, in examining the children presented to me, to call for a more exact compliance with the requirements of the Code, and also to judge the schools more strictly with regard to their "whole character and work," than I have thought it prudent during the past year to attempt.

I hope this will not lessen the amount of grant receivable on their behalf, because the teachers will have profited by the experience of the past year; I am sure it is necessary in the interests of the schools and of the children.

For, I repeat, a large proportion of the schools are not in as good a condition as formerly. Attention has been unduly concentrated on the subjects in which the children are to be examined for the grant. I am not surprised that this should have been so at first, but the disposition should be anxiously watched. The religious knowledge of the children, their general intelligence, and their composition, (by which I mean no more than the power of writing intelligently and with correct spelling an account of any given subject,) all these most important points have suffered.

This is a grave statement, but your Lordships already possess, to some extent at least, the means of testing it. On several occasions during the last few months I have forwarded, together with my report upon a school, exercises,

chiefly upon Scriptural subjects and of the simplest nature, written from memory in my presence by the first and second classes. Most of them greatly disappointed me. In previous years I rarely inspected a school without calling on the children of the first, and very commonly of the second class, to write off-hand a letter on some subject selected by myself,—a description of their last school treat; of the last visit paid to their country friends; of the marriage of the Prince of Wales, or of some other recent event of great public interest. These letters were for the most part extremely creditable. Those from the first class especially were very fairly composed, and were generally well spelt; the exercises of the past year bore no kind of comparison with them in these respects, and were often greatly at fault in their account of Scripture facts. It is the old story over again, the old fallacy that the true method of obtaining good reading, writing, and arithmetic is to exclude, or at all events greatly to curtail, the time allotted to what are called "the higher subjects," and to grind unceasingly these three ill-used elementary subjects. This has never been successfully attempted, never can be successfully attempted, except by teachers of rare excellence,—teachers whose minds are stored with information always ready for use, who have the faculty of bringing it to bear naturally and attractively in the Scripture and reading lessons, and who can do this not only on set occasions, but day by day and without effort. I find a strong corroboration of this in the fact that the reading has sadly fallen off in almost all the schools that I have inspected. It seems to have been taught rather with the view of securing the largest possible number of "passes," than with reference to the standard of excellence which has been attained in former years.

There is an expression in paragraph 20 of "Instructions to Her Majesty's Inspectors," which has, I think, been misunderstood, and has contributed to this result. It recommends that reading, "if intelligible, though not quite good," should be considered "fair" and passed. Stress has been laid on the first part of this definition pretty much to the exclusion of the latter. I am satisfied that this was never your Lordships intention. If it were made to run "intelligent, though not "quite good," I believe it would express what was intended, and misconception would be obviated.

In the arithmetic prescribed for Standard VI. the highest rule mentioned is Practice; I apprehend that this was

intended to include Vulgar Fractions, not only because in our best text-books Fractions are placed before Practice, but also because many of their advanced examples in the rule of Practice cannot be worked without an elementary knowledge of Fractions. An occasion of stumbling would be removed if this point were made plain in Art. 48.

Again, it is very desirable that addition and subtraction tables should be required in Standard I., and the multiplication table combined with the division table in Standard III., just as the multiplication table is already required in Standard II.

If this provision were adopted, the children would be far more thoroughly grounded, and many would pass in arithmetic who now fail. For want of this early grounding, children in Standards I., II., and III. are continually calculating on their fingers, and those in Standards IV., V., and VI. set down strokes for this purpose. Thus, if a child be required to add four and five, he proceeds to form two groups of strokes, four in one and five in the other, and then counts the whole, stroke by stroke, for the required total, and similarly for more advanced calculations.

"Supplementary Rules."

The "Suplementary Rules" have operated very beneficially; indeed I scarcely know how the work could be accomplished to any good purpose in the absence of Rules 5 to 9. But Rules 8 and 9 are not observed as fully as they should be. They are often broken in spirit, while there is a literal compliance with them. Thus, at the commencement of the school year, the classes are re-arranged by the teacher, who makes for that purpose such promotions from one class to another as he considers desirable. But as the year wears on, frequent vacancies occur in the upper classes; instead of filling these vacancies by promotions at regular periods from below, he commonly allows them, especially in the first and second classes, to remain unfilled until after the inspector's visit at the end of the school year.

Two evils result from this; first, a faulty organization of the school.

A well organized school has its upper classes as large, and its lower classes as small as possible. If the lower classes are not small, no ordinary staff of teachers can do them justice, for they *need* individual instruction, and *must have* it, if the school is ever to be really good. Here is the first evil.

The second is, that the school virtually receives a premium for this faulty organization, inasmuch as it is thereby enabled to escape the penalty which is imposed by Rule 9.

Two examples will illustrate this; they are taken from schools of some repute, but I refrain from further specifying them. In one I found six classes containing 108 boys, of whom 65 were presented for examination; in the other, five classes containing 99 girls, of whom 68 were presented for examination. The subjoined statement gives the number in each class, as shown by the class registers, and how those presented were arranged for examination in the different standards.

Boys.

Classes.	1.	2.	3.	4.	5.	6.	Total.
—	3	6	22	22	31	24	108

Standards.	VI.	V.	IV.	III.	II.	I.	Total.
—	0	4	5	20	18	18	65

Girls.

Classes.	1.	2.	3.	4.	5.	Total.
—	13	19	26	19	22	99

Standards.	VI.	V.	IV.	III.	II.	I.	Total.
—	1	5	9	13	37	3	68

I intend in all future cases of this description to recommend a reduction of the grant conditionally payable to the school.

The following table shows the results of examination in standards in 62 consecutive schools which I have visited:—

Number examined.	Passed in		
	Reading.	Writing.	Arithmetic.
3,482	2,778	2,638	2,514
Per-centage of passes - -	79·78	75·76	72·19

Excluding mixed schools, infant schools, and night schools, and classing the boys' and girls' schools separately, the results per cent. are as follows:—

	Per-centage of passes.		
	Reading.	Writing.	Arithmetic.
Boys' schools only - - -	77·19	73·38	72·42
Girls' schools - - - -	83·74	75·92	73·52

To improve these results from year to year is the object which school managers will, of course, endeavour to accomplish.

The character of the teaching power is the point upon which I am most apprehensive. The supply of pupil-teachers in my district is falling off to a serious extent. Male candidates especially are obtained with increasing difficulty. Their place is supplied by "assistant teachers," (ex-pupil-teachers untrained,) or by assistant certificated teachers.

Of the former I am not hopeful, for reasons which I have given at length in former reports. Experience has abundantly proved that the pupil-teachers who avoid the training schools are seldom those who are the best qualified for school work.

An adequate supply of the latter will, in many cases, require an unattainable amount of school funds. I believe, too, that the efficiency of our certificated teachers has to a very appreciable extent been maintained and increased by the very process of training their own pupil-teachers.

I have the honour to be, &c.

JAMES G. C. FUSSELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. NEVILL GREAM, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* LANCASHIRE.

MY LORDS, Liverpool, Jan. 1865.

I HAVE the honour to present my report of the condition and progress of education in my district in Lancashire for the year ending August 31, 1864.

State of education. Upon reviewing the past year I can with pleasure speak of the advance which education has made in my district during that period.

Hardly a month has passed without the addition of a new school to my already too numerous list, whilst the attainments and prosperity of the existing schools, with the exception of a very few, have not receded.

Chief towns. The chief towns in my district are Liverpool, Bolton, Wigan, Warrington, St. Helen's, Ormskirk, Southport.

No. of schools. I believe my district contains the largest number of schools of any in England.

No. of children. During the past year I have inspected and examined 134 institutions under separate managers, including 278 departments under separate teachers, in which were 34,239 children present, of whom 23,834 were presented for examination, of which number 156 did not pass, leaving 23,678 who received the Government grant.

No. of pupil-teachers. I have also held 11 general examinations of pupil-teachers, and I have revised 414 sets of pupil-teachers' papers.

Training college. I have assisted my colleague, the Rev. W. J. Kennedy, in holding the Christmas examination of students and candidates for admission at the Warrington Training College, and also the Rev. F. C. Cook in his Midsummer examination and inspection of the same college.

No. of miles travelled. In order to accomplish the above work I have travelled 5,459 miles.

Money returns. The amount expended upon education in my district has been 29,179*l.* 6*s.* 6*d.*

The amount granted under the Revised Code has been 13,494*l.* 17*s.* 4*d.*

Inspector's assistant. I have to thank your Lordships for appointing me an assistant for the discharge of the above duty, by means of whose valuable aid I have been enabled to accomplish work beyond any ordinary power to execute.

In my district this new appointment has met with great success, owing undoubtedly in a large measure to the

unpresuming deportment of the assistant you have done me the honour to elect, and also to his gentle bearing towards those whom he examines, by which he at once gains their confidence and banishes their fears.

Heads of report.

Religious knowledge, Discipline, Reading, Writing, Arithmetic, Sewing, Pupil-teachers.

Religious knowledge.

Generally the religious instruction is not so efficiently imparted as it might be. I frequently find children tolerably acquainted with the bare facts of Scripture history, but sadly ignorant of the relation which those facts bear to themselves.

Thus I have been told all the circumstances of the Fall, when little or nothing was understood of its effect, or how that effect was "taken out of the way and nailed to the "cross."

The fourth commandment is often perfectly repeated, yet so little taught about it, that Sunday is affirmed by the children to be the *seventh* day of the week.

So with regard to the Catechism in general, many can repeat it without a mistake, but have not been sufficently taught to apply its meaning to their own souls; and as regards the Church of which they are professed members they know nothing.

Of the three Orders of the ministry, or of how the Church was founded, and of whom it consists, they seem never to have heard.

It may be anticipated that children so instructed will in after life fall away from the Church, and unite against her, seeing that the young in her adversaries' schools are carefully trained in the use of antagonistic weapons, whilst the children of the Church are allowed to leave a Church school without knowing what the Church is, or why they should belong to it.

I rejoice, however, that this is not the state of things in *all* the schools I visit. I have some excellent schools in which I find the children thoroughly instructed in the great truths of their religion, taught how those truths concern themselves, and should influence their lives and conduct, schools which assume their true position, the parish clergyman or the conscientious teachers making religious teaching the most important part of their daily school work.

It is an invaluable feature of the Revised Code, that in our Church schools, proper religious instruction is a primary test of the efficiency of a school, and a necessary qualification for its receiving the whole of the Government grant.

As a matter of course a wide difference exists in the order and discipline of schools arising from the difference of the district in which they happen to be situate. Discipline.

I have Agricultural districts, Manufacturing districts, Mercantile districts, Town districts.

I have visited a school in Lancashire consisting of more than 500 boys where a pin's fall might be heard. Not a word was spoken until work commenced, and then only so much talking as the work required.

I have visited others where the most perfect order has been maintained, and yet corporal punishment was unknown.

Again I have visited others, and much smaller schools, where every child has been talking, and I have been repeatedly obliged to stop and to request the teacher to enforce silence.

I remember one school where the master paraded the school all the time I was there armed with a cane, and when, at the request of the managers, I remonstrated with him as to the propriety of so doing, he said that when he first undertook the school the scholars were so rough that he carried the cane in self-defence as he was afraid for his life, and he had thus got the habit of carrying it about with him.

Where there is talking and noise in a school I consider that it is the fault of the teachers. Either they are noisy themselves, or else they are indifferent to noise, and too careless and negligent to arrest it, until noise, instead of silence, becomes the habit of the school. I have adopted a very simple plan in very noisy schools. When banging the desk, and whistling, and other means have been used in vain by the teacher to invoke silence, I have stood up in the school and said to the children that I wished to hear the clock tick. The result has been that for two or three seconds I have obtained the most perfect silence, each child listening to hear the clock. I have then been able to request the children to observe such a silence until the examination was over.

If attention should be thus called to the clock once or twice only in each school time, probably the order in most schools would be materially improved.

I had a good proof a few months ago that the parents of children esteem order and discipline a chief part of their children's education. I happened to overtake some little girls who were going to the very school to which I myself was bound for inspection. They told me that they had

been away from school for a time, but had now returned again. That they had left school because Miss A., the schoolmistress, had left, and Miss B. had taken her place. That Miss B. allowed them to do as they pleased, to make a noise and to talk, and so mother took them away, as she said Miss B. could know nothing about keeping school to allow such things to go on. But now that Miss A. had returned mother sent them to school again, for Miss A. was very strict and kept them all in good order.

There is, however, great improvement in the discipline of schools as compared with what it was when first I came into Lancashire.

Some children in the lowest districts have acquired a decency of behaviour and an observance of order that was quite foreign to their predecessors in the same schools.

Therefore I do not despair of seeing improvement in those schools which are still deficient in this respect.

Attainments.

As to attainments, the Revised Code has been of considerable benefit. Under the old system too much value was often set upon the high and numerous attainments of the upper classes in schools. Children in the first class could work sums in arithmetic up to mensuration, draw maps, answer questions in history, write dictation without a mistake, and display a very fair knowledge of grammar. But the instruction given to the lower classes was very inferior.

I remember complaining to a master of the very inefficient state in which I found his lower classes, upon which he expressed great surprise that I should expect them to know anything. Now, however, in most schools every child, down to the least, eligible for examination, receives a comparatively equal share of the attention of the teacher.

Reading.

There is something very satisfactory in the manner in which reading has improved. A few years ago I had to complain in almost every school I visited of the careless manner in which the children read, and of the general practice of ignoring the letter "h," and of running words one into another. This custom prevailed not only amongst the children but also amongst the teachers.

I cannot speak too highly of the becoming promptness exercised by teachers to remedy these defects. In all schools in which I had had cause to complain I found the next year that the children regarded an "h" as something quite formidable, would stop and take a long breath and

then pronounce it so vehemently as to make its aspiration as offensive as its former omission.

I was content, however, to thank the teachers for their attention to my suggestions, and to let this state of things proceed without interruption, feeling sure that after a short time it would right itself. And I am happy to say that it has done so beyond my expectations. I very seldom now hear an "h" omitted, or over aspirated.

Indeed fewest failures are found in reading, this exercise being generally well executed.

Writing.

There is great difference in the writing in different schools, more so, I think, than in any other branch of instruction.

Only in a few schools is the writing well done.

There may be a child in any school unable to be taught to write well, but where a whole school writes badly or indifferently, it must be the fault of the teacher.

The best writing I have seen has been at the following schools:—The Parish Boys' School, Wigan, where the writing is excellent; Poolstock Mixed School, near Wigan; Heathside Schools, Warrington; St. Bride's and St. Saviour's Schools, Liverpool; St. James' School, Toxteth Park; and St. George's, Everton. In these schools the greatest attention is paid to the writing, and the children are taught to adopt a firmness and evenness of stroke combined with a freedom of hand which produces an admirable result.

I have inquired how this high standard in writing is obtained, and I learn that sometimes the teacher sets a copy on the blackboard in the sight of all the class, so that all may see how each stroke is made. Sometimes books are used with printed copy heads, when the teacher leans over the scholar from time to time and writes either a letter or a word.

I have lately seen a book called the "Scotch Progressive copybook" used with great success; but I think the books, supplied by Mr. Philips, of Liverpool, are those I most frequently meet with, particularly since he has adopted a larger and freer type for his small-hand copies.

Arithmetic.

I have very few schools in which arithmetic is not well taught. Indeed this seems to be the favourite lesson both with the teachers and the taught. In mental arithmetic also I have been quite astonished at the quickness of little boys in answering some most difficult questions, as well as at the correctness of their answers.

In one school, that of St. Paul's, Halliwell, near Bolton, the master not only made the boys give answers, but also

explain the process by which they obtained those answers. I attribute much of the present efficiency in arithmetic to the manner in which our present examinations are conducted. Formerly I examined a class and took notes on the efficiency of the class as a whole. I set sums on the blackboard, and some children did them right, and some, without my being able to detect them, copied from their neighbours, and some failed.

Now, I examine children individually, giving each child a card with sums different from those of its neighbours. Hence there is no copying, each child having to depend upon itself. Teachers, knowing that this will be the mode of examination, have adopted a like method in teaching. They also give cards differing in like manner, and the result is that more real work is done, and those children who before trusted to copying, and never troubled themselves to learn, are now compelled to learn and to do their own work.

Sewing

There is a visible change for the better in most of my schools, as regards sewing. I am glad also to find that cutting out, as well as sewing, is now very generally taught.

The mistress gives a lesson once or twice a week to a certain number of girls, who commence operations on newspapers, cutting out pinafores and little frocks and tacking them together.

I remember seeing at St. Simon's schools, Liverpool, some very neat specimens of little frocks trimmed with different colours in tissue paper.

When girls have become adepts at paper work they are allowed to try their skill upon calico or other more costly material.

The girls are usually very fond of this employment, and its value to them in after life cannot be overrated.

Pupil-teachers.

There is a general complaint in all the towns of my district of the difficulty of obtaining candidates for apprenticeship.

I find a most unfounded panic prevailing amongst parents as to the certainty of the pupil-teacher's payments, and hence they hold back from apprenticing their children; but as this panic arises entirely from misapprehension it will doubtless in time disappear. Again, managers are under the impression that they can work their schools with greater economy and success by *assistant* rather than by *pupil*-teachers, so that the demand for pupil-teachers has diminished.

As regards the training of pupil-teachers I would now speak of what I consider to be deficiencies.

Reading. I think the reading of pupil-teachers is not sufficiently cared for. When they have arrived at their third or fourth year of apprenticeship it seems with some masters and mistresses to be taken for granted that they can read sufficiently well, and reading, as a lesson, is given up. Whereas it is very important, not only for their *own* sake, but for the sake of those whom they are in the daily habit of instructing, that reading should form a part of their regular studies.

Writing. Secondly, the writing of pupil-teachers appears to be neglected. I find in some schools that pupil-teachers who, as candidates, used to write exceedingly well, and kept up their good writing during the second and third years of their apprenticeship, when they come to their fourth year begin to scribble, and at the end of their fifth write a worse hand than many of the children of the first class of the school in which they are teaching.

I have inquired of some how this happens, and they told me that in their fourth and fifth years they had so much more to write that they had no time to write well, or indeed to think about their writing.

But as "writing" is one of the chief lessons they will have to teach in future, it should, like "reading," form a regular part of their studies in training.

If only a quarter of an hour should be taken from their studies daily, in which to set copies in all hands for the school, their writing would be well kept up.

Arithmetic and geography. Arithmetic and geography are usually well taught, and do not call for a remark.

There are, however, two more subjects I feel bound to notice, the one is religious knowledge, the other grammar.

Religious knowledge. The religious knowledge is usually imperfect.

By religious knowledge I mean not only a knowledge of the events and biographies contained in the Bible, but a knowledge also of the Catechism, of the Book of Common Prayer, and of the Church itself.

I fear there is in many cases an entire ignorance of the ordinances of that Church of which they profess themselves to be members, and in whose doctrines and precepts they will be called upon to instruct some hundreds of the rising generation.

Grammar. The grammar paper is often very unsatisfactory.

It appears to me that grammar is usually learnt by rote only, and when an analysis of a sentence is required many appear to do all in their power to make utter nonsense of it. If teachers would only make their pupils parse and analyse in writing only one short sentence every day they would soon become so familiar with it that their grammar questions would be the easiest portion of their examination.

I have the honour to be, &c.

NEVILL GREAM.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. W. W. HOWARD, *on the* CHURCH OF ENGLAND SCHOOLS, *inspected by him in the Counties of* DEVON *and* DORSET.

MY LORDS,

IN the month of February of 1862 your Lordships were pleased to appoint me inspector of that portion of the district, formerly under Mr. Tinling's care, which is made up of the county of Dorset and the northern and eastern parts of the county of Devon. With the exception of three schools, the whole of this was familiar ground to me; as Mr. Tinling's assistant, I had inspected most of the schools in it six or seven times; but the circumstances of the schools were different, as they were coming under the operation of the Revised Code; and my own personal relation to them was one of greater responsibility, as I had no longer Mr. Tinling to fall back upon in cases of doubt and anxiety. And here I would beg to record my thanks to him for his counsel and advice so readily accorded whenever it was sought, and for his uniform kindness and courtesy, which have made our relations specially pleasant to look back upon.

The accompanying table shows the employment of my time during the two years ended the 31st August 1864.

TABLE A.

	Inspecting Elementary Schools.	Inspecting Normal School.	General Examination in December.	Revising Papers from General Examination.	Revising Pupil-teachers' Papers.	Preparing Pupil-teachers' Papers.	Collective Examinations of Pupil-teachers.	Travelling.	Correspondence.	Vacation and Private Business.	Sundays and Holy Days	Totals.
Year ending 31st August 1863.	184	3	8	17	5½	—	8	2½	52	30	55	365
Year ending 31st August 1864.	183	3	8	10	5	8	12	—	52	30	55	366

The work done in the elementary schools may be seen from the following table:—

TABLE B.

		1862—1863.			1863—1864.		
		Annual Grants.	Simple Inspection.	Total.	Annual Grants.	Simple Inspection.	Total.
Schools visited -		154	28	182	155	12	167
Number of separate Departments separately inspected.	Boys -	73	2	75	34	1	35
	Girls -	37	2	39	17	—	17
	Infants	11	1	12	11	—	11
	Mixed -	69	26	95	127	11	138
	Night -	4	—	4	36	—	36
	Total -	194	31	225	225	12	237
Present at Examination. Day.	Boys -	7,962	867	8,829	9,141	374	9,515
	Girls -	6,323	822	7,145	7,832	288	8,120
	Total -	14,285	1,689	15,974	16,973	662	17,635
Night.	Male -	77	—	77	551	—	551
	Female	6	—	6	91	—	91
	Total -	83	—	83	642	—	642

During the past two years the following schools have been added to the annual grant list.

In Devon—Kenton girls', Pilton, Silverton girls', St. Giles in the Wood, and Yarnscombe—five in all. In Dorset—Charmouth, Fifehead Magdalene, Fontmell Magna, Hazelbury Bryan, Loders, Netherbury, Silton, Stoke Abbas, Swyre, and Weymouth St. John's—ten in all. In all these schools certified teachers have been appointed. In two more schools, Critchill Moor and Tolpuddle, provisionally certified teachers have been appointed under Art. 132 of the Revised Code. Beside these, certified teachers are about to be appointed at Culmstock in Devon, and at Alton Pancras, Compton Abbas, Hampreston (a second in this parish), Melbury, and Weymouth St. John's Boys' School, in Dorset. The schools at Bishop's Tawton and Bratton Fleming in Devon, and Kinson, Lydlinch, Mannington, Stour Provost, and Woodcotes in Dorset, have been referred to me with a view to the examination of the teachers for certificates. During the same time the schools at Berry-narbor and Axmouth in Devon, and Cerne Abbas in Dorset, have been either removed to the simple inspection list, altogether withdrawn from inspection. Thus, the total rease has been about 14 schools, with a considerable in-

crease in prospect. Beside these, I am aware of several day schools which are about to have night schools added to them. Considering that I have already on the annual grant list 157 schools, containing 196 departments, exclusive of 36 night schools, I do not see how I am to cope with the prospective increase of about 14 more day schools in the ensuing year. My time has been fully occupied even during my vacation, and I do not think that it will be possible to accomplish the work without more labour than is good for any one. It will be seen that the chief increase of schools is in the county of Dorset. This may be attributed to the great interest taken by the Bishop of Salisbury in the education of his diocese, and to the zeal and able management of the members of the Diocesan Board and the Southern Counties Adult Education Society.

New school-rooms have been built at Castle Hill, Exmouth, and Ilfracombe (parish, boys'), in Devon, and at Fifehead Magdalene, Kinson Heath, Netherbury, Poole, (girls' and infants'), Puddletown, Silton, and Weymouth St. John's, in Dorset. Of these, the school-rooms at Castle Hill are admirably arranged, ventilated, and fitted. A large addition has been made to the new school-room at St. Giles in the Wood, to meet the increased attendance of scholars.

Most of the schools are well supplied with books, slates, maps, and other apparatus; but there are others in which a very short-sighted economy is shown, where there is an insufficient supply of books and slates, and of those in use the books are ragged or unsuitable for the children, and half the slates are broken. Thus the 50*l.* or 100*l.* a year, which the school costs, is rendered almost valueless, in order to save the few shillings, which would keep the apparatus in thoroughly effective condition.

The school registers are generally well kept, but many teachers appear to be negligent in making out the weekly and quarterly summaries at the end of the week or quarter.

The true value of the log book has not yet been generally felt. In place of its showing progress made, lessons given, remarks on errors to be corrected, or results attained, the too frequent entry "Usual progress" shows that the teacher is not thinking enough about his work, or is sadly wanting in power of expressing his thoughts.

I believe, that the great body of teachers in the district are earnest and conscientious in their work, and that their influence for good is becoming greater year by year. I have no hesitation in saying, that the character and worth of the trained and certified teacher is far beyond that of the untrained one.

There are striking exceptions to this rule, where both men and women seem to be teachers by nature, and to succeed notwithstanding their want of training; but these are few and isolated cases.

On the whole, the pupil-teachers have conducted themselves well, and passed their yearly examinations with credit. The lessons which I hear them give are not so good as I could wish. It is plain that the lessons which they prepare for their teachers are not brought to bear upon their own teaching. I have suggested that each pupil-teacher should keep a record of the work done in their class day by day; and that as they are working through a subject, they should throw the results of their work into the form of a lesson, and reproduce it for the benefit of a class under the eye of their teacher. The weak points of their answering are chiefly in grammar, geography, and arithmetic. I attribute their deficiencies in grammar in a great measure to the fact, that the language of books is not the language of their every-day life, which is a dialect full of grammatical inaccuracies, and based upon a very limited vocabulary. For this, I see no remedy but the increase of education in the district. In order to help the other pupil-teachers, I have encouraged those of the fourth and fifth years to send to me weekly, fortnightly, or monthly ten or a dozen lines of poetry, minutely analyzed; and in some cases the parsing of each word of two or three lines in the passage. I have found them generally ready to avail themselves of my offer, and have had much satisfaction in observing, that those, who were regular and careful in these exercises, have taken good places in the class list at Christmas.

It has been suggested to me by several of the more experienced teachers in the district, that the grammar questions would be better answered if they were taken from some definite portions of the reading books in common use, or from some poem, which might be learnt by the pupil-teachers as the exercise required by the broad sheet. I have accordingly given notice that in future the questions in grammar will be set from—

End of 1st year: Lessons LX. and LXI., pp. 179–185 of the 3rd Irish Reading Book

End of 2nd year: Wordsworth's Excursion, Bk. I. lines 1–107.

End of 3rd year: The Three Giants, Fourth Irish Reading Book, pp. 243–269.

End of 4th year: Wordsworth's Excursion, Bk. I. lines 107–217.

End of 5th year: Wordsworth's Excursion, Bk. I. lines 217–300.

Questions will be set in each year on the meaning of the words as well as the grammar of these portions.

In geography the knowledge of anything beyond the

mere names of places and rivers is very meagre, and the maps are ill drawn; but I trust that I see a beginning of a better state of things.

In arithmetic I do not so much complain of inability to work out questions in a mechanical way, as of a want of thought in the treatment of questions requiring it, and of ignorance of the methods of teaching the most elementary parts of the subject.

The pupil-teachers are not so much in fault as their teachers, who do not by their own practice show them the example of teaching arithmetic in an intelligent way. I shall have occasion to refer to this hereafter.

The Revised Code has now been in operation long enough to show the direction in which it will act, and one may gather from what has already happened what is likely to happen in future.

The good schools are much as they were, good schools still, not confining themselves to religious knowledge and the subjects required by the Code, but still making use of grammar and geography, as means of increasing the intelligence and the thinking powers of the children.

The bad schools have undoubtedly made a step in advance; the pressure of the Code has forced to work those who were idle but not invincibly idle, and has made them more interested in their schools, with corresponding results.

In the great body of schools some have improved and some have fallen off. The falling off is in many cases due to the reduced number of pupil-teachers; but I very often find that it is as much to be attributed to the neglect of grammar and geography, in order to make more progress in the subjects required by the Code.

I find a considerable improvement in writing, and especially in those schools where the writing of the younger children is large and round. In the schools of Upton Pyne, Kingstone, and Poole, I do not think that there were any failures in writing.

Reading is somewhat improved generally, but is still far from satisfactory. Too often the aim of the teachers has been to bring their pupils up to the mark required by the Code, rather than to make them clear, distinct, and intelligible readers.

In arithmetic the questions are worked with tolerable accuracy, but a simple question requiring a little thought puzzles more than a long arithmetical process. One of my chief difficulties in schools is to get the children to write down with accuracy the questions which I dictate to them. This shows that the very groundwork of the subject is not well taught.

Arithmetic is one of the subjects in which there is a strong temptation to copy. In order to prevent this, I cause the children in each standard to repeat after me, one after the other, one of the letters A, B, C, D, and as they repeat their own letter to write it down on their paper or slate. Thus each standard is divided into four sections, and every child in section A is separated from another in the same section by three other children. The A section has one set of questions, the B another, and so on. As each child has four questions, this plan involves the time and trouble of settling sixteen questions to the whole standard, but it effectually answers its purpose.

I regret to find that in a large number of schools the subjects of grammar and geography have not been attended to since the Revised Code came into operation. When remonstrated with, the teachers plead the pressure of the Code, and the necessity of meeting its requirements.

The experience of those schools where these subjects are well taught goes to show that the time spent upon them is a positive gain, not only in relation to the general intelligence of the children, but inasmuch as that increased intelligence furthers their progress in other subjects. There are a few schools in the district in which grammar is made a prominent part of the daily work, and where the children of the first class can analyse any passage of common English as well as most pupil-teachers at the end of their fourth year. The effect of this on the reading of the class is remarkable, so much so that, as one hears the boys read, one can detect the process of a rapid mental analysis of the passage going on in their minds.

If children have not some knowledge of grammar it seems impossible that they should learn to spell correctly, or to write a simple sentence, or to understand a great deal that they read. I should be sorry to burden the minds of children with mere rules of grammar, but I am convinced that the teaching of the principles of language and of the application of these principles may be made a means of education more powerful than almost any other which can be brought into the course of teaching in our primary schools.

The knowledge of Scripture in the higher classes in most of my schools is creditable, but that of the lower classes is very often defective. The cause of this defect is not hard to find. When the younger pupil-teachers give a Scripture lesson, it is commonly the same story over and over again, meagre, and feeble, and incorrect, told in a halting way, without life and without reverence, questions ill put, and answered accordingly. In order to improve

this I have suggested for the younger classes the use of the Bishop of St. Asaph's Sunday School Book, read over and questioned upon carefully. It contains a large number of Bible stories, told briefly, and in very simple words. As an advance upon this, I recommend the use of a series of Scripture prints, the teacher reading over for himself the portion of the Bible which refers to each successive print, and putting it into his own words before giving a lesson on the subject. After this, the lessons which might be given from the subjects prepared for my annual examination, and to which I have already referred, would form a very respectable amount of knowledge to be acquired by the junior classes in a twelvemonth. I find the Church catechism most satisfactory in those schools in which no attempt is made to teach it to children until they can read it, and where it is learnt by reading it and writing it from the book or card rather than repeating it after a teacher. In two schools in which the latter plan was alone adopted, I had, word for word, and letter for letter, the following specimens of the Creed and My Duty towards my Neighbour:—

I belive God father all almighty make frem and earth and in Jesus christ is only sun our lord who was in seaved by the holy gost and born the ferch in mery surfed under ponshed pity was questy fide dad and berdy he desend into hell and seathes, &c.

what is your dutey towarge your towards your nebeour is to loven him as myself and do all men as as wood love honner and soccer my fathe and mother to honner no beay the queen and all that a put under her to sumet my self to all my geverner techers spirit masters and masters to all myself loley and revness to keep my body in temeerans suberness to gazety not to gevet nor besire nor is men but to larn in levour trouly to get my leven in that steat of leaf onto wech he pleas dod to callne.

There are very few schools in the district in which any attempt is made to give lessons upon the Liturgy. This is to be lamented, as the prayer book is full of antiquated forms of speech and words, obsolete in themselves or in their meaning; and if children do not learn to understand it while at school, most of them, as they grow up, will as little pray with the understanding, as though our daily service were in an unknown tongue.

Perhaps the most encouraging part of my work is to be found in the night school. It will be observed that the number of those under inspection has increased from four in 1862-63 to 36 in 1863-64. This increase is partly due to the change of my work, which has thrown a few more night schools upon my hands; but it is mainly due to the inducements held out by the Revised Code to managers in the

shape of grants and to teachers in the permission now given to them to teach their pupil-teachers at the same time with the night scholars.

The pupils in the night schools attend of their own free will, and because they wish to learn. There is an earnestness of purpose and a hearty interest in their work, which makes the examination of a night school a pleasure, even though a weariness to an inspector.

During the last few weeks I have been employed in looking over the papers on arithmetic, worked by the female students of the first year at the recent general examination. In these papers four sections were devoted to ordinary arithmetical questions. These were on the whole very fairly done, and showed that the year's training had been productive of satisfactory results.

In addition to these were set, in a fifth section, the following questions, relative to the principles on which various arithmetical processes are based,

SECTION V.

1. Explain the common process of borrowing employed in subtraction, and show what is the correct process of making allowance for it.
2. Explain the mode of multiplying any sum of pounds, shillings, and pence by 325.
3. Define proportion. Make three proportions, and explain how they illustrate your definition.
4. What is the test of proportionality among four quantities? Prove it.
5. What is meant by reducing a fraction to its lowest terms? Draw a figure of the foregoing reduction, showing that the fraction when so reduced remains unaltered in value.

Another section was set specially for infants' school teachers, but containing questions which every teacher about to take charge of a school ought to be able to answer.

INFANTS.

1. Explain the methods by which you would teach children the elements of numeration and notation.
2. In what order and by what processes would you teach infants the elementary rules of arithmetic?
3. Sketch plans for two series of lessons extending over six months, one for the upper and another for the lower division of a good infant school.
4. What exercises in mental arithmetic do you consider suitable for children between four and six years old?

Appended hereto I have given in a tabular form the values which were assigned to the answers of the students to these several questions.

In section V. they were not allowed to answer more than one question. In the infants' section they were allowed to answer as many as they could, and several of them attempted two and even three questions.

—	No. of Students.	1.						2.						3.						4.						5.						Total in Sect. V.
		G.	GF.	F.	FM.	M.	O.	G.	GF.	F.	FM.	M.	O.	G.	GF.	F.	FM.	M.	O.	G.	GF.	F.	FM.	M.	O.	G.	GF.	F.	FM.	M.	O.	
Bishop's Stortford -	32	..	..	5	1	1	..	..	1	7	3	2	..	..	..	..	2	1	..	..	..	..	..	..	..	..	1	2	2	3	..	31
Brighton - - -	26	..	..	..	..	..	..	..	1	2	2	..	..	..	1	2	1	3	..	..	..	..	1	..	1	..	..	3	5	3	1	26
Bristol - - -	41	..	..	3	2	..	..	..	6	8	3	1	..	..	1	1	..	..	..	..	..	..	2	3	1	1	1	2	..	2	1	38
Cheltenham - -	33	..	..	1	1	2	1	..	1	6	2	2	..	..	..	..	..	1	..	..	..	..	2	1	..	..	1	4	2	6	..	33
Derby - - - -	21	..	..	..	2	..	..	..	..	1	1	1	..	..	..	..	1	2	..	..	..	..	..	..	..	..	..	7	5	1	..	21
Durham - - -	18	1	3	2	..	1	2	..	1	2	3	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	1	18
Edinburgh, Ch. of Scot.	32	..	..	..	..	1	..	..	..	..	..	1	1	..	..	..	2	..	..	..	..	..	1	..	..	..	1	7	5	9	3	31
Edinburgh, Free Ch. -	32	..	..	1	..	1	1	1	..	2	..	1	..	..	1	..	..	4	1	..	..	..	..	..	1	..	1	4	9	3	1	32
Glasgow, Establ. Ch. -	26	..	1	1	3	3	1	1	..	3	..	1	..	..	..	..	..	1	..	..	..	1	1	..	..	..	..	1	2	3	1	24
Glasgow, Free Ch. -	31	..	1	..	..	1	2	..	..	3	..	2	4	..	..	1	..	2	1	..	..	1	5	..	..	..	..	2	1	4	1	31
Home and Colonial -	75	..	1	4	4	2	1	2	3	2	3	2	..	1	3	2	1	4	1	..	..	1	6	6	..	..	2	6	4	5	..	66
Lincoln - - -	22	..	..	4	1	2	..	..	2	2	5	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	..	21
Liverpool - - -	30	..	..	1	1	4	1	..	..	..	3	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	4	4	1	28
Norwich - - -	19	..	..	4	2	..	..	..	1	3	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	1	1	..	18
Ripon - - - -	29	..	..	..	..	2	1	1	1	1	1	1	..	1	..	..	1	4	..	..	..	1	..	..	..	..	..	1	1	9	1	27
Salisbury - - -	34	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	10	15	4	1	..	31
Stockwell - - -	50	2	..	2	2	5	1	..	1	4	5	2	3	..	..	1	..	2	1	..	..	..	1	..	2	1	2	3	5	3	2	50
Truro - - - -	17	2	..	1	..	2	..	..	..	1	2	2	1	..	..	..	1	..	..	..	..	..	..	..	..	..	..	1	1	2	1	17
Warrington - -	50	..	..	1	3	2	1	1	2	5	1	2	1	..	..	..	..	1	..	..	..	..	..	..	1	..	..	5	7	6	1	40
Westminster, Wesleyan	31	..	..	..	..	1	..	..	..	1	2	2	1	..	..	2	1	1	..	..	..	1	..	..	..	..	1	3	3	6	4	29
Whitelands - -	54	..	..	..	..	1	..	..	2	3	3	5	1	..	..	1	..	2	..	..	..	..	2	1	..	2	3	12	6	10	1	55
Totals - -	703	5	6	30	22	31	12	6	22	56	41	32	13	2	6	10	10	28	4	..	..	5	21	11	6	5	23	87	68	85	20	667
Total Nos. of Answers		106						170						60						43						288						

INFANTS' SECTION.

—	No. of Students.	1.						2.						3.						4.						Total in Infants' Section.
		G.	GF.	F.	FM.	M.	O.	G.	G	F.	FM.	M.	O.	G.	G.	F.	FM.	M.	O.	G.	GF.	F.	FM.	M.	O.	
Bishop's Stortford	32	..	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	3
Brighton	26	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	2
Bristol	41	..	..	1	..	..	..	..	1	2	3	..	..	..	..	..	..	..	..	..	..	5	5	3	..	20
Cheltenham	33	..	..	3	3	5	..	..	1	8	8	1	1	..	..	..	..	1	..	..	..	5	..	9	1	46
Derby	21	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	1
Durham	18	..	..	..	..	2	..	..	..	..	..	1	..	..	..	..	..	1	..	..	..	1	..	2	..	7
Edinburgh, Church of Scotland	32	..	..	2	5	4	..	..	..	1	5	2	..	..	..	..	..	..	..	..	..	3	3	9	2	36
Edinburgh, Free Church	32	..	..	4	6	5	2	..	..	1	3	2	..	..	..	..	..	..	1	..	..	2	3	1	1	31
Glasgow, Established Church	26	..	..	..	..	..	1	..	1	..	..	3	..	..	..	..	..	..	..	..	..	..	1	3	1	10
Glasgow, Free Church	31	..	..	..	..	2	1	..	..	3	..	4	..	..	..	..	..	1	..	..	..	2	2	3	..	18
Home and Colonial	75	1	3	3	1	3	..	4	9	11	4	1	2	..	..	..	1	..	1	..	..	12	12	6	1	75
Lincoln	22	..	..	1	..	2	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	2	..	..	..	7
Liverpool	30	..	..	..	2	1	1	..	..	..	..	1	1	..	..	..	..	..	..	..	..	1	..	1	..	8
Norwich	19	..	..	..	1	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	1	..	..	3
Ripon	29	..	..	1	1	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	6	5	..	15
Salisbury	34	..	..	1	2	1	..	..	3	2	1	..	..	..	..	..	..	..	..	2	3	3	..	..	..	18
Stockwell	50	..	2	9	4	12	5	1	..	3	2	6	1	..	..	..	..	..	..	1	..	2	5	12	4	69
Truro	17	..	..	..	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3
Warrington	50	..	..	..	..	3	..	1	1	..	3	..	..	..	..	..	..	..	..	..	..	3	2	2	..	15
Westminster, Wesleyan	31	1	..	..	1	5	9	..	..	2	..	4	2	..	..	..	..	1	..	..	..	4	2	11	6	48
Whitelands	54	..	..	..	1	2	3	..	..	1	2	2	1	..	..	..	..	..	..	..	..	5	3	5	..	25
Totals	703	2	5	25	29	50	22	6	16	36	33	29	8	..	..	..	1	4	2	3	3	50	47	73	16	460
Total Nos. of Answers		133						128						7						192						

It will be seen from this table that out of 703 students, 667 attempted answers to questions in section V., but that of these, only 18 were good, 87 fairly good, and 188 fair, or 263 were up to the mark of fair. In the infants' section, out of the 460 answers given, only 9 were good, 24 fairly good, and 111 fair, or 145 were up to the mark of fair. The greater number of answers in section V. were given to the fifth question; but of the 288 given, only 5 were good, and only 23 fairly good. To the fourth question no good or fairly good answers were given, and only five of the 43 given were up to the mark of fair. In the infants' section, the greatest number of answers, 192, were given to the fourth question; but of these only three were good, three fairly good, and 50 fair, or about one-fourth were up to the mark of fair.

Section V.

The greater part of the answers to the 1st question may be represented by the following, which was marked above fair :—

In such a sum as 9284 — 3656, we can take the last number from the first, for the first is the larger of the two, but we cannot take 6 from 4, and therefore we must borrow or take 1 ten from the 8 tens to add to the 4 units; it then stands 6 from 14 = 8. Again, we cannot take 6 from 2, and therefore we must borrow 100 from the 9 to add to the two tens; it then stands 6 from 12 = 6. The same process would be repeated to any number of figures. The following is the correct process of making allowance for this. When we have taken 1 from the 8, we have, of course, only 7 left, and must therefore say 5 from 7. In the same way, after we have taken 1 from the 9, we must say 3 from 8. This method is much more reasonable and can be understood better by children than the plan of paying back the number which has been borrowed.

Here the student has misunderstood the question, but has shown that she knows something of a method of teaching simple subtraction.

Here is another, which gives one the impression that after children had received an explanation of the term "borrowing" from the writer, their minds would be in a state of confusion equal to that of her own.

4216
4829

385

Borrowing, a term used in subtraction, is used when the lower set of figures cannot be taken from the upper, thus, in example, we cannot take 9 units from 6 units, we therefore take one figure from the tens, which, when added to the units, will make sixteen units, and this is called borrowing. Then we proceed to the tens, and take 3 tens from 1 ten, which

we cannot; we have to borrow again, this time from the hundreds, 1, 1 ten now made increased, we can take 3 from it, which will leave us 8. We proceed in this manner until we have finished subtracting. This method depends on the fact that, if we add the same to the numerator as we do to the denominator the fraction is unaltered.

Here is a respectable specimen of answer to question 2, showing that the student could give some notion to others of the reason for the successive steps of the operation.

Take the following example: £42 3*s.* 6*d.* × 325. 325, the multiplier, must be broken up into the parts of which it is composed, viz., 3 hundreds, 2 tens, and 5 units (*b*). Next deal with the hundreds, and begin with one hundred, which must be reduced to numbers which when multiplied, will amount to 100, thus, 10 × 10 = 100. When this is done the multiplicand should be multiplied by 10, and that product by 10 again. As there are 300 in the multiplier and we have only multiplied by 100, the last product must be multiplied by 3 (*c*). Next deal with the tens. In the multiplier there are 2 tens, and the multiplicand has been multiplied by 1 ten already, therefore we have only to multiply that product by 2 to give the value of £42 3*s.* 6*d.* × by 20 (*d*). Lastly, we must multiply the top line by 5, to give the value of the sum × by 5. The products obtained by multiplying by 2 hundred, 2 tens, and 5 units must be added together, and the result will give the value of £42 3*s.* 6*d.* × by 325.

The next is an answer of a less satisfactory kind.

Question 2.—When we say multiply a sum of money by a certain number, we wish to know how much we should possess if we had £2 3*s.* 4*d.* given us 325 times, or by 325 persons each giving us that sum. We might find out by adding 325 £2 3*s.* 4*d.* Show children that process would take too long a time. Cannot × £3 2*s.* 4*d.* by 325 units at once, because £3 2*s.* 4*d.* are different in relation to each other than 325, although they stand in the first, second, and third places. We must get its value by multiplication. Multiply first by 10 = £2 3*s.* 4*d.* × 10

= £21 13*s.* 4*d.* £21 13*s.* 4*d.* ∴ = ten times the money, 10 × 10 = 100 ∴ ten times × 10 = 100 times £2 3*s.* 4*d.* = the value of 10 times × 10 = (£21 13*s.* 4*d.* × 10), = £216 13*s.* 4*d.*, value of 100 times × 3 = value of 300 times. 25 times still remains to be obtained, value of 20 or 2 ten times × value of 10 by 2 + 300 times value = (£21 13*s.* 4*d.*) = £260, value 320 times. Value of 5 units or one times × sum given by 5 and + 320 times = (£2 3*s.* 4*d.* × 5) + £260 = £270 16*s.* 8*d.*, value of 325 times. Might be explained while working on the B.B.

Here is another of about the same value in answer to question 3.

Proportion is the relation which quantities or numbers bear to each other. In every proportion there must be two ratios or four proportionals expressed or understood. There are two kinds of proportion, namely, direct and inverse. In order to find the relation existing between two qualities, they must of the same kind, *e.g.*, we could not express money as the fraction of weights as cwts., but we might express so many pence as the fraction of pounds or shillings, &c. Proportion is given in the form of three proportionals, or one ration and the antecedent of the second. The first is to find the fourth proportional or answer, and the second to find the consequent of the second ratio, as £5 : £100 :: 10 yds., as 12 : 96 :: 2 : 16, as cwts. 5 : 20 tons :: 3 : 12 miles.

The following is of a lower class: —

Section V., Question 3.—Proportion is the giving of three quantities to find a fourth; thus, as 3 : 12 :: 16; as 9 : 18 :: 36, and as 20 : 60 :: 120. In these examples, if I write them out, they will give me what is called the fourth proportion, thus—

9 : 18 :: 36
2 2
— 72 is the fourth proportion.
72

I have no decent answer to question 4, but of such as were given here is one.

Section V., Question 4.—When the two means (inner quantities) are equal to the two extremes (outer quantities). Thus, 8 is a ration of 24 as 9 is of 27, each containing the other an equal number of times, 8 : 24 :: 9 : 27 = 216.

24
9

216

And here is another :—

Section V., Question 4.—If in any four numbers are in proportion, that is if the first is as many times more or less than the second, than the third is more or less than the fourth, they can then be tested by multiplying the *extremes* together and the two *means*. If the *product of two extremes* EQUALS *the product of the means*, then these four numbers are in proportion.

Example—4 : 8 :: 16 : 32 $32\times4=128$ $16\times8=128$.

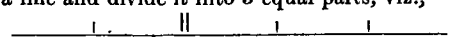
Therefore these four numbers are in proportion.

Of the answers to question 5, the following are examples :—

Section V., Question 5.—A fraction remains unaltered in value if what is done to the numerator is also done to the denominator. In the fraction $\frac{4}{8}$, if 2 was added to the numerator the value of the fraction would be increased, but if I was to add 2 to the denominator the value of the fraction would be decreased. Now, if I was to add the 2 both to the numerator 4 and to the denominator I should have increased and decreased in the same proportion; therefore the value would remain unaltered. Therefore it is the same if I divide the numerator and the denominator in the same proportion $\frac{4}{8}=\frac{2}{4}=\frac{1}{2}$.

Section V., Question 5.—By reducing a fraction to its lowest terms is meant reducing it as far as we can by dividing the numerator and denominator by the same number without altering its value. $\frac{16}{40}$ reduced to its lowest terms is equal to $\frac{2}{5}$, and $\frac{16}{40}$ and $\frac{2}{5}$ are of exactly the same value.

If I draw a line and divide it into 5 equal parts, viz.,—



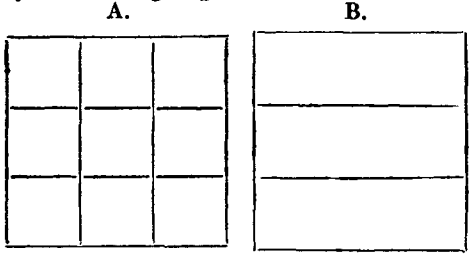
I take away 2 of those parts (which I indicate by a double line). I have $\frac{2}{5}$ of the whole line now to get $\frac{16}{40}$. I multiply the $\frac{2}{5}$ by 8, or divide each 5th into 8 parts=16, and multiply the denominator by 8=40, or $\frac{16}{40}$.

Section V., Question 5.—By reducing a fraction to its lowest terms is understood that it must be left in the lowest number in which it can

be expressed without altering the value of the figures either in the numerator or the denominator, as $\frac{224}{336}$. If we reduce by 4 we have $\frac{56}{84}$, again by 4 we have $\frac{14}{21}$, again by 7 we have $\frac{2}{3}$, which is really $\frac{224}{336}$ brought to lowest terms. $\frac{744}{864}=\frac{186}{216}=\frac{62}{72}=\frac{31}{36}$.

Here is another of a better class :—

To "reduce a fraction to its lowest terms" is to divide both its numerator and denominator by as many figures as will go into them both without a remainder. Thus the numerator and denominator of $\frac{6}{9}$ will both divide by 3, when the fraction will be represented by $\frac{2}{3}$, although the value of the fraction will not be altered at all. This can be proved by the following diagram :—



In looking at the diagrams we see that $\frac{1}{3}$ of (B.) is worth $\frac{3}{9}$ of (A.), and that $\frac{2}{3}$ of (B.) is equal to $\frac{6}{9}$ of (A.) This proves that the value of the fraction is not altered.

In the infants' section I give a few specimens of the answers to the first two questions.

Infants' Question 1.

Numeration.—I should teach numeration in the following manner :—I should take a black-board and mark it off into squares, and then lay it flat. Then taking some pens I should drop them one by one into the square on the right hand, until I go up to nine, when I should say I must never have more than nine in this space. If I drop more in I must screw all the ten pens up into one piece of paper, and drop it into the next division, because that is the tens' place, and ten pens make 1 ten pen. I should teach the hundreds, making ten little parcels, each parcel containing 10 pens in the same manner, always impressing upon the children that the place to the right was always the units' place, and that to the left tens, hundreds. Notation.—I should teach notation by letting the children take down the numbers of figures from dictation when they are going to work sums, only using the black-board to teach the principles of arithmetic.

Infants' Question 4.—I should teach children the elements of *numeration* and *notation* in the following way :—I should first let the children learn the names of the figures up to 10. I should make three squares on the black-board, and have a number of pens. Let the children count out 10 pens, wrap them up in a piece of paper, and put them into the first square, telling them that was the place for ones; but I should here tell them that we cannot have more than 9 in the ones' place, because the next place is the one for the tens. Then let them count a number of tens, and when they have counted ten tens tell them that ten tens make one hundred, so we must not have more than 9 tens in the tens' place. I should proceed no further than this in an infants' school. I should be sure the children knew one step thoroughly before going to another.

Question 1.—The analytic method first, until the child can with the greatest ease do the questions first, then the synthetic. For example, count the numbers with books, balls, boys, girls, then in teaching them

to add when the sum is on the board, put lines between the rows of figures, and at the top of these, first say apples and pears, boys and girls, changing them often; at last put units, tens, &c., and exercise them until they can do them without these.

INFANTS' QUESTION 2.

I should begin by teaching infants mental arithmetic on the first two rules. By asking questions, and when the children had given me their answers I should work the sum on the board, making them understand by examples, such as strokes on the board, holding up their fingers, bringing them (one at a time, especially the dull ones) out of their class to do the sum by looking at their schoolfellows. I should not proceed to subtraction until they *well* understood addition. Teaching infants by the ball frame is a good plan.

Question 2.—I would begin with giving them the first four rules mentally at first, for they have been learning to add when learning the figures. I would combine all my questions with objects, such as four balls and three balls make seven balls, then if I had seven balls and give away three, how many have I left? learning them both addition and subtraction together. Now, if I had two balls and multiplied them by four balls I would have eight balls, doing this by adding two sets of balls, four in each set. Next divide eight balls by two balls, proceed in the same way with the two sets, taking the one set from the other, illustrating all the time on the black-board. The children will find this very interesting and soon learn.

I have no answers to question 3 which are even tolerable. Of question 4 the following are specimens:—

Question 4.—Simple addition and subtraction connected with objects, I would give both addition and subtraction together, because it is much easier for them to understand them both together than to come back and teach subtraction separately—they all the time not knowing that they are learning rules, and therefore feel quite interested.

Question 4.—Infant school songs are well adapted to teach children the multiplication table, and by so doing increases their mental capacity for working arithmetic, both mentally and on slates. Another method is to ask the children how many panes of glass there are in the window, or the teacher to bring out so many boys, and the rest of the children to tell you how many there are standing out. For variety you may have a certain number of boys and a certain number of girls brought out. The teacher asks, how many boys, How many girls; how many children? Then take some away and ask how many left.

Infants' Question 4.—The only mental exercises which children of four or six years of age will be able to perform will be those of simple adding and subtracting of figures. For this purpose a "ball frame" is very useful, as it interests the children and gives them something definite to think of, their young minds being incapable of dealing with entirely abstract numbers. A heap of stones, marbles, reels, &c., &c., is also of great use during the mental exercises of infants. To attempt to teach without any illustration of this sort is mere waste of time. The children are uninterested and therefore idle.

Such answers as these, and they are fair samples of the majority of those sent in, force upon one's mind the conclusion, that, though the students are taught how to work out arithmetical questions with care and accuracy, they are not taught, as they ought to be, the principles upon which such

questions are worked, and they have not sufficient practice in reproducing, what they have learnt of these principles, to enable them to teach arithmetic in an intelligible way. I am convinced, that more time ought to be given in all the training schools to teaching the principles of arithmetic, and, that until this is done, we shall continue to find the children in our schools working blindly at numbers, and receiving a very small amount of education, properly so called, during the time devoted to arithmetic.

The habit of following, in an intelligent manner, the steps of an arithmetical operation, and of reasoning upon the truths involved in numbers, would give to the students themselves a training in accuracy of reasoning which the papers that I have lately revised show that they sadly lack.

I have the honour to be, &c.

W. W. HOWARD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. R. L. KOE, *on the* CHURCH OF ENGLAND SCHOOLS, *inspected by him in the Counties of* KENT *and* SUSSEX.

MY LORDS,

I HAVE the honour to lay before you my General Report for the year ending 31st August 1864.

The district assigned to me by your Lordships comprises the county of Sussex, together with about one-third of the area of Kent, and contains 156 groups of schools receiving an annual grant, all of which I have been able to inspect in the year ending as above stated, viz., 31st August 1864.

The number of school-rooms in which separate teachers were employed was—

Boys'	53
Girls'	55
Infants'	29
Mixed	87
	224

The number present at examination was—

Boys	10,630
Girls	9,647
	20,277

Accommodation is provided for 28,630, allowing eight square feet of superficial area per child.

The staff employed in the above schools consisted of—

Certified teachers	223
Pupil-teachers	163
Assistant teachers	9
	395

The number of scholars presented for examination, and fulfilling Articles 40–47 was—

Boys, or mixed, under a master	7,717
Girls, or mixed, under a mistress	4,162
Infants	469
	12,348

The following table, showing the number of children that

passed in the several subjects, will give the results of my examination :—

Passes on Examination.						On Attendance only.			——
Reading.	Writing.	Arithmetic.	Total.	Passes deducted, not fulfilling Article 4.	Passes for Payment.	Infants under 6.	Passes deducted, not fulfilling Article 4.	Passes for Payment.	Amount granted under Revised Code.
10,524	11,111	10,022	31,657	712	30,945	2,223	21	2,202	£7,308 8 1

This will give the number of passes at nearly 86 per cent.

I have also inspected 26 evening schools, containing 538 scholars in average attendance.

In the part of Kent under my inspection all the important towns except two, viz., Tonbridge and Sevenoaks, have one or more schools receiving an annual grant. In the latter place, however, it should be observed that there is an endowed school.

In the purely rural districts which I visit in that county there is, I consider, a good proportion of schools receiving an annual grant; this may, I believe, in a great measure be attributed to the very efficient system of diocesan inspection carried out by the Rev. B. F. Smith, the Archbishop's inspector in the diocese of Canterbury.

Till within the last two or three years there have been comparatively few schools in the western division of the county of Sussex that availed themselves of annual grants under your Lordships' Minutes. This may in some measure be owing to the smallness of the parishes in that part of the county. Of the 326 parishes or places separately maintaining their own poor in the county of Sussex, 158 contain a population of less than 500, and 111 parishes, one-third of the whole number, less than 300; and the western division contains a large proportion of these small parishes.

Evening schools, to which every encouragement is offered under your Lordships' Minutes, cannot in my opinion be efficiently worked without assistant teachers, and in consequence of the rapid diminution in the number of pupil-teachers, school managers will, I hope, ere long more frequently have recourse to the best method of supplying the want of teaching power, viz., by the appointment of assistant teachers to take the place of pupil-teachers. Evening schools can then be carried on in a

much more efficient manner than has hitherto been found practicable.

On the whole I believe that in my district school managers are not dissatisfied with the administration of the grants under the Revised Code. In a few exceptional cases some schools have certainly suffered, where from the excessive severity of the weather, or from prevalence of sickness in the parish, the attendance on the day of inspection has been necessarily below the average, and the grants have consequently been reduced; two or three such cases have happened in the course of my year's work, but not, I think, more. Against such contingencies it would be very difficult to provide a remedy.

I have the honour to be, &c.

R. L. KOE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Years* 1863 *and* 1864, *by Her Majesty's Inspector, the* Rev. M. MITCHELL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS, *inspected in the* EASTERN DISTRICT, *between the* 1*st September* 1862 *and* 31*st August* 1863, *and the* 1*st September* 1863 *and* 31*st August* 1864; *this latter Year including only* ESSEX *and the South of* SUFFOLK.

MY LORDS,

I HAVE the honour to present to your Lordships this report for the two years ending September 1864. The district having been divided, the report for the last year only includes Essex and South Suffolk.

In 1862–3 the district included the three counties, Norfolk, Suffolk, and Essex, and in that year the number of places visited by myself was 123, viz.:—

In Essex	73
In Norfolk	27
In Suffolk	23
Total	123

Of these 50 were in towns, 39 large villages, 34 small villages.

In which were inspected,—

Boys' schools	47
Girls' „	43
Mixed „	71
Infant „	24
Total	185

The total number of children in these schools when inspected was—

Boys	10,073
Girls	8,246
Total	18,319

The number of miles travelled amounted to 3,408. The Rev. F. Meyrick inspected the remainder of the schools of the district.

The following table shows the places at which general examinations of pupil-teachers and candidates for ap-

prenticeship were held by myself and the numbers that attended—

1863.	Males.							Females.							Grand Total.	Places.
	Candidates.	1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.	Candidates.	1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.		
Yarmouth	5	3	4	3	5	8	28	9	7	7	3	3	6	35	63	16
Halesworth	3	–	3	1	1	1	9	–	3	3	6	1	1	14	23	8
Bury	7	2	5	3	4	–	19	6	6	5	7	3	–	27	46	19
Colchester	8	5	3	3	3	–	22	8	1	2	–	3	–	14	36	13
Halstead	1	2	1	3	2	–	9	5	7	1	1	11	–	18	27	8
Chelmsford	2	6	4	3	2	–	14	4	2	2	4	4	–	16	33	18
West Ham	10	4	4	4	5	–	27	6	7	5	5	10	–	33	60	18
Leigh	–	–	–	–	1	–	1	–	–	–	1	–	2	3	4	2
Ipswich	7	1	7	5	7	5	32	10	4	6	7	12	11	49	81	26
Saxmundham	–	–	1	2	1	2	6	–	–	–	1	–	1	2	8	4
Total	43	23	32	27	31	16	170	48	37	31	35	47	21	211	381	132

My report for 1863-4 includes only Essex and South Suffolk, and in this year the number of places visited by me has been—

In Essex	118
In Suffolk	27
Total	143

Of these 26 were in towns, 42 large villages, 77 small villages.

In which were inspected—

Boys' schools	42
Girls' „	35
Mixed „	100
Infant „	22
Total	199

Also three or four night schools.

The total number in the day schools when inspected was—

Boys	9,806
Girls	6,335
Total	18,141

The number of miles travelled amounted to 3,899.

The following table shows the places at which general examinations of candidates and pupil-teachers were held, and the numbers that attended :—

1864.	Males.							Females.							Grand Total.	Places.
	Candidates.	1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.	Candidates.	1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.		
Saffron Walden -	-	-	-	1	1	-	2	-	3	1	4	2	-	10	12	9
Colchester - -	6	1	3	4	3	1	18	1	-	3	2	1	-	7	25	9
Halstead - - -	-	2	-	1	1	1	5	2	2	4	6	1	1	16	21	10
Chelmsford - -	2	1	1	2	4	-	10	-	1	3	2	1	-	7	17	11
West Ham - -	1	2	2	6	4	-	15	2	5	5	4	6	2	24	39	16
Leigh - - -	-	-	-	-	-	1	1	-	-	-	-	-	-	-	1	1
Saxmundham - -	1	-	-	-	-	1	2	-	-	-	-	-	1	1	3	2
Ipswich - - -	5	5	2	1	4	3	20	6	12	7	4	4	6	39	59	21
Total - -	15	11	8	15	17	7	73	11	23	23	22	15	10	104	177	79

In comparing these tables of pupil-teachers for the two years, excluding Yarmouth, Halesworth, and Bury from the first, and Saffron Walden from the second, there will be left seven centres of examination; the totals of these for each year will stand thus:—

Years.	Males.							Females.							Grand Total.	Places.
	Candidates.	1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.	Candidates.	1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.		
1863 - - -	28	18	20	20	21	7	114	33	21	16	19	40	14	135	249	89
1864 - - -	15	11	8	14	16	7	71	11	20	22	18	13	10	94	165	70

From this it appears that the number of candidates in 1863 was more than that of 1864 by 35, or more than one-half.

That the total number of pupil-teachers and candidates was more by 84, or greater by one-third.

And the number of schools or places requesting that assistance greater by 19, or about one-fifth.

The two points that demand serious attention are the falling off in the number of places applying for this class of Government aid and the absence of candidates for pupil-teacherships.

The deficiency in the number of pupil-teachers is perhaps not to be so much regretted, as in some schools the numbers formerly appointed might be considered as more than requisite. One pupil-teacher to every 40 children ought to have sufficed. Their places also in many instances have been supplied by assistant teachers, and then education has suffered no loss. But if the number of candidates

continue to decline, there will ultimately be no pupil-teachers, and no candidates for entrance to training colleges, and so no trained teachers.

The causes that have led to managers withdrawing their application for aid hitherto received may be detailed.

From the very first, as your Lordships are aware, many of the managers of schools have felt great distrust of the Government and disinclination to apply for inspection, and in many cases the only inducement has been the advantages considered as certainly secured to the schools in a pecuniary sense. A fear, perhaps unreasonable, now prevails that the Government grants are not so secure, and that when the managers have expended or become responsible for large sums, they may after all not receive the hoped for assistance, since numerous accidental circumstances beyond their power to control may deprive them of it. Thus they may engage certificated teachers at large salaries, apprentice pupil-teachers, being responsible for weekly advances in payment, and incur other expenses for fittings, books, &c.; and yet through prevalence of some epidemic, through long continuance of severe weather, or some sudden influx of work for children, or some dislike to a manager or teacher —the indifference of a wealthy proprietor, the opening of a new school, the decease or removal of an influential subscriber, the dismissal of an unworthy teacher, who becomes a rival—the loss by fire of the registers, or by wilful damage of a disgraced master, nay, even the temporary employment of children, pea picking, &c., on the day of examination,—for any one of these causes, or others of like sort, the grants expected from Government, and necessary to the efficient support of the school, may be liable to be withheld entirely or very much diminished.

These causes also to a certain extent influence the parents of the scholars, who do not desire that their children should become candidates for pupil-teacherships, since the position is not as advantageous as formerly in respect to their payments. Hitherto a conviction has prevailed that these, depending on Government security, were certain, unless forfeited by gross misconduct on the part of the apprentice, but now they depend on so many accidents as no longer to inspire confidence.

The clergyman, the chief manager in all church schools, and mostly the only responsible person, makes perhaps engagements he is so unfortunate as not to be able to fulfil. He, being rich, leaves the place, and is succeeded by a poorer man, whose want of means necessitates reductions, or by one who objects to advanced education, or who

declines to accept the engagements of his predecessor, and the apprentice's prospects are entirely destroyed. These, together with the loss of that prestige which attaches to employment in the Government service, and the security of Government salary, through which the Government obtains for every office better men for less money than private individuals, have all had their effect upon parents, and the office of pupil-teacher is not in consequence so much sought as it used to be, and the candidates do not offer from so superior a class.

The average number of candidates from Colchester, Halstead, Chelmsford, West Ham, Ipswich, Leigh, and neighbourhoods for the five years (1858–62) was 71.

The number in 1864 was 25, leaving a deficiency on the average of these years of 46, or very nearly two-thirds.

There is also great disinclination amongst the pupil-teachers finishing their apprenticeship to complete their education at training colleges. The greater part prefer to enter at once upon the charge of small schools. This disposition will be regretted by all the friends of advanced education, as the teachers so acting lose the benefits these colleges confer.

It is impossible that young people of 18 years can obtain the necessary experience, or practice, in a small village school to enable them to become efficient teachers, however willing or able. They must necessarily lack the power and skill only to be acquired in associating with other teachers, and in training schools properly provided with teaching apparatus and properly qualified instructors. The most essential part of the system hitherto pursued was this very training, and it is much to be lamented that the obligation for pupil-teachers to complete the full course of instruction should be now virtually abandoned. At the last Ipswich examination of nine pupil-teachers going out only one (and that doubtful) intended to try for admission to a training school.

I take this opportunity of stating that the cry raised against certificated and trained teachers has been for the most part exceedingly unjust, often proceeding from ignorance, sometimes, it is to be feared, from unfounded prejudices. At least my own experience, now for 18 years, of constant personal communication with the teachers enables me to come to a very different conclusion. I entirely believe these teachers as a rule to have been the greatest blessing that could be conferred upon the scholars over whom they have been placed, that by precept and example their influence has been most beneficial, and that

the progress in all the subjects of elementary instruction in their schools for the labouring class has even created jealous feelings in the ranks above them.

In all my good schools, and they were numerous, the children could pass an examination according to their years in Scripture, geography, and grammar with some knowledge of English history, together with reading, writing, and arithmetic, such as few, age for age, in our upper-class schools could have done ten years back, even if they could do so now. I still retain the papers worked in all my schools in 1863, and speak, not merely at random, or what I think; but of what I have actual proof. I feel sure too that the managers of schools will agree in the truth of these assertions.

At the same time I am bound to affirm that the education so given was not in excess; that the children only received a good English education and such as suited their years and their condition.

I may perhaps be allowed, now that a fifteen years' connexion with a large part of the district has terminated, to express my regret at the official separation. From all parties I have ever received much kindness and hospitality, and my thanks are due to the Bishop of Norwich, the archdeacons, the clergy, and managers generally, for the great sympathy they have afforded me in the execution of duties sometimes onerous, always responsible.

The labour of the inspection of schools is not greater now than by the methods hitherto adopted by me, but the result is not so satisfactory, so much time being required to complete the forms, which, in order to their correctness, I always close before leaving the school.

The schools in the district have been accustomed to perform much more than is required by the New Code, the effect of which has been rather to lower than raise the standard of education. The reading, writing, and arithmetic remain much the same as they used to be, perhaps the lower classes read better. I have not been authorized to examine in geography, grammar, or history. The number that do not succeed in passing is very small, and, on the whole, the managers are satisfied with the New Code, the chief effect of which, as far as the payments are concerned, is the loss of augmentation to the teachers, which they bear with exemplary patience.

The statements above made respecting candidates and pupil-teachers lead to the conclusion that the schools are gradually returning to monitors of tender years, which indeed is the fact, and thus schools hitherto flourishing are by degrees receding from their advanced position.

I have inspected few night schools, and these form the least satisfactory portion of my work. There are great, perhaps insuperable, difficulties in regulating their examination, as the schools are only held in the winter months, and it is impossible to examine in all parts of the district at that time.*

There may be great doubts as to their ultimate success, the progress made being seldom commensurate with the money, time, and thought expended. Still everything must have a beginning, and perhaps these institutions are more fitted for manufacturing districts and large towns than agricultural populations widely scattered. I have seen none with more than 20 scholars, and the greater part of less than 15 years of age. The best managed and most successful are those in which the clergyman and the members of his family personally interest themselves, in which case the effect is always good.

I regret the almost total abandonment of the infant system of instruction. The grand object now is to make the children read and write and cypher, so as to secure the extra grants for these subjects; thus there is no time left for songs, or lectures, or hand-clapping, or Kinder Garten.

Indeed the tendency of the New Code is to cause the managers and teachers to regard simply the pecuniary grants, and all that does not tend to produce an increased result as to these is hardly taken into the account. For one manager that asks me if his school is going on well, there are 20 who now say "How much shall we get?" and the expression on a child's failure to pass any subject is not regret at his ignorance so much as indignation at his stupidity and the consequent loss.

The great deficiency in almost all schools is a sufficient supply of good and suitable books. The lower classes are retained too long in mere elementary and monosyllabic lessons, going over and over again the same very limited ground. Often a child three years at school will have scarcely read more than three small books, one of monosyllables, and the second and sequel to the second Irish, in all not 150 pages. The New Code provides no remedy for this defect, in fact it has rather increased it, as teachers fear to put their children forward lest they fail at the inspector's examination. Many a child brought before me has evidently been kept back, as far as the examination is concerned, lest he should pass a higher grade than is allowed for his year of school attendance.

* Since writing the above a new Minute has been passed, which arranges this matter satisfactorily.

New books have been published to meet the requirements of the several standards. Their variety in form and expression show how very differently the standards are interpreted, and, while many are very good, there are some whose compilers seem ridiculously to underrate a child's powers, and conceive very oddly of what a child of the labouring class should be taught during a whole year of to them most precious instruction. Every school should be provided with two or three at least of these several series in each standard.

In the Ipswich schools many of the scholars are instructed by the able master of the very successful school of art in that town, Mr. W. T. Griffiths. St. Matthew's, St. Margaret's, St. Peter's, and Holy Trinity have availed themselves of the advantages thus offered, and scholars from each of them have succeeded in passing satisfactory examinations.

I regret that like advantages cannot be offered the pupils of the schools in any other part of the district.

Having understood that there was considerable difference in the height and weight of the boys in the establishments at Chelsea and Greenwich, and mentioned it to the masters of the Colchester Blue and the Wanstead Orphan Asylum Schools, they kindly undertook to and at considerable personal trouble have furnished me with the following tables of the respective ages and heights of the boys in their large schools. The scholars in the Colchester schools reside with their parents in the town. The Wanstead Asylum supports, clothes, and feeds its pupils.

A comparison of the two tables shows extraordinary agreement as to the average heights of each year. The difference is slightly in favour of Colchester, but not more than may be accounted for by the increased age of the two later years omitted in the Wanstead table.

Colchester.			Wanstead.		
No. of Boys.	Average Age.	Average Height.	No. of Boys.	Average Age.	Average Height.
	Yrs. Mths.	Ft. In.		Yrs. Mths.	Ft. In.
14	6 5½	3 6¾	2	7 10½	3 10⅝
23	7 6½	3 8¾	23	8 8	3 10¾
52	8 5½	3 10¼	33	9 5	4 0
58	9 6¼	4 0	39	10 5	4 1⅓
71	10 5½	4 2	28	11 5	4 2 7/16
45	11 5½	4 3¾	35	12 5	4 3 17/48
36	12 5¼	4 4¾	41	13 6½	4 6⅔
28	13 5¼	4 7¼	—	—	—
14	14 3½	4 7½	—	—	—
2	15 2	4 9½	—	—	—
Total 343	10 11	4 2¼	Total 201	10 6½	4 1⅔

In each case the measurements were made by military serjeants

The counties of Essex and Suffolk are much indebted to the institution by the Bishops of Norwich and Rochester of diocesan inspection. Among the gentlemen personally known to me I may mention the Revds. J. W. Jackman and W. Potter in Suffolk, and the Venerable F. W. Ady, Archdeacon of Colchester, as among the ablest and most zealous of the inspectors whose personal influence and advice have been highly beneficial to their districts. I have received from each of them most valuable assistance.

In the year 1852 the colonels of the various militia regiments of the eastern counties did me the honour to furnish at my request a statement as to the numbers of their men who could read and write. I published it in my report (1853–4). This year I have been favoured with a like return by the kindness of the chaplain of West Essex, and it reports 259 out of 777 men can read and write. In 1852 the number was 201 out of 750, showing that some progress has been made in 12 years. It is still, however, to be regretted that so many have not even acquired the mere elements of education. As these men mostly enlist from the agricultural parishes, a report of this deficiency may perhaps stimulate renewed exertions among those interested in the well-being of the labouring class in rural districts.

I have the honour, &c.

M. MITCHELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

Since writing the above Report the Lord President has been so good as to appoint me to a London district. My connexion, therefore, with the eastern counties is at an end. I have only to express towards the bishops, and clergy, and managers of schools, and teachers generally, my warmest feelings for the kindness with which I have been received, the patience with which they submitted to my suggestions, and the general cordiality with which they adopted my views and the wishes of the Committee of Council. I cannot enumerate the various important changes that have taken place in all the different parts of the district in the course of the sixteen years of my appointment to it. There is not a town in which large and important schools have not been built; thus, at Norwich (5), Yarmouth (4), Lynn (3), Lowestoft (2), Southwold, Halesworth, Ipswich (6), Hadleigh, Melford, Clare, Helmingham, Wangford, Heven-

ingham, Melton, Walton, Fakenham, Kesgrave, Witnesham, Chelmodiston, Holbrook, Bentley, Brantham, Bradford, Bayleham, Diss, Hopton, Pakenham, Bury St. Edmunds (2), Cavendish, Stoke, Boxford, Sudbury, Bures, Saffron Walden, Heydon, Elmdon, Littlebury, Achesden, Newport, Debden, Farnham, Stanstead, Birchanger, Great Harndon, Epping, Waltham Abbey, Loughton, West Ham, Plaistow, Victoria Dock (3), Stratford (2), Stamford Rivers, Highwood, Great Waltham, High Easter, Finchingfield, Radwinter, Hempstead, H. and S. Bumpstead, Great Chesterford, Birdbrook, Tilbury, Yeldham, Foxearth, Halstead (3), Coggeshall, Kelvedon, Witham, Chignall, Moulsham, Highwood, Warley, Upminster, Hornchurch, Aveley, Chudwell, Orsett, Bowers, Hadleigh, Mundersley, Southchurch, Southend, Shoebury, Tillingham, Sandon, Great Baddow, Little Baddow, Boreham, Maldon, Birch Copford, Stornway, Greenstead, Wivenhoe, Frating, St. Osyth, Mistley, Colchester (2).

These form a goodly list in addition to what had already been provided, and what are now building; and the architecture, comfort, convenience, and sanitary arrangements of these schools is not more improved than is the teaching power and skill of the master, and progress in intelligence, life, intellect, and behaviour of the scholars. It is most gratifying to have been permitted to be a coadjutor with those working such great improvements, attended also with such great success. Let the philanthropists have their triumph as well as the warrior.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. J. W. NUTT, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* HANTS *and* WILTS.

MY LORDS,

IN the month of February 1863 the district comprising the counties of Berks, Hants, and Wilts, then under the care of Mr. Warburton, in which I had been working as assistant inspector for two years and a half, was divided, and a portion of it, viz., Wilts and part of Hants, allotted to me. I have the honour to lay before your Lordships my annual report of this district for the year ending 31st August 1864.

The number of separate departments visited by me during this period was as follows, day schools 173, night schools, 34.

These were all in the receipt of annual grants. To them must be added 20 day and one night school not deriving any benefit from the grant for education, making a total of 228.

The numbers present on the day of inspection were,

In the aided day schools - -	14,436
„ „ night „ - -	697
„ unaided day „ - -	826
„ „ night „ - -	33
Making a total of - - - -	15,992

The general condition of these schools is on the whole, decidedly satisfactory. Of the 173 day schools in receipt of annual grants, 60, or 35·26 per cent., may be considered as good; 54, or 31·21 per cent., as very fair; 49, or 28·33 per cent., as fair; only 9, or 5·2 per cent., as unsatisfactory. Of the 34 night schools, 17 may be classed as good; 12 as very fair; 4 as fair; 1 as unsatisfactory.

Of the unaided schools I have not so favourable an account to give, although of course I should naturally be inclined at the time of inspection to judge more leniently of the efforts of untrained teachers than of those who have had the advantage of a regular education. The 20 day schools I should thus class: 1 as good; 5 as very fair; 9 as fair; 5 as unsatisfactory. The first of this list, Netherhampton, near Wilton, I hope soon to see in the receipt of an annual grant. The one unaided night school that I visited, Ashton, near Heytesbury, is still flourishing, al-

though it has sustained an irreparable loss in the death of a lady who was one of its most devoted teachers.

At the first introduction of the Revised Code, both managers and teachers were naturally uneasy as to the working of it; matters, however, are now settling quietly down, it having been found by experience that in good schools very nearly if not all the children can be made to pass in all three of the subjects in which they are individually examined. Out of the 8,192 day scholars presented to me in the twelvemonth ending on the 31 August 1864,

7,323, or 89 per cent., passed in reading.
7,245, or 88 per cent., „ writing.
6,398, or 78 per cent., „ arithmetic.

In many cases, I have no doubt, a better examination will be passed on the occasion of a second inspection, the teachers having learnt by experience exactly how much is required of them.

Of the 627 night scholars presented for examination,

570, or 90 per cent., passed in reading.
519, or 82 per cent., „ writing.
486, or 77 per cent., „ arithmetic.

The greater number of failures in arithmetic is no doubt due to the careless manner in which numeration is often taught in schools. To correct this I invariably dictate all the sums to the children, instead of writing them on the blackboard; and in order to introduce uniformity of Standard, I adopted the plan suggested to me by another inspector, viz., that as children presented in Standard I. are required to put down sums as far as tens, those in Standard II. should be expected to do so as far as hundreds, those in Standard III. as far as thousands, and so on.

Although teachers have naturally paid great attention to the subjects on which the grant chiefly depends, I have not often found any tendency to neglect the religious instruction, and it is only in very rare cases that I have found it necessary to recommend a deduction from the grant in consequence of the failure of the school in this subject. Grammar, geography, and history having almost entirely dropped out of the course of instruction, this is now the only subject left to the inspector by which he can test the intelligence of the children. I have, therefore, of late paid even more attention to it than under the old system of inspection, generally examining each class myself as well as hearing the teachers give a lesson, except in cases when the clergyman of the parish was willing to take the duty on himself. The instruction is on the whole satis-

factory, especially in the upper classes of schools; there is, however, a tendency, and that particularly with young and inexperienced teachers, to confine their lessons too much to matters of fact, without endeavouring to give any useful or practical comments on them. This fault might be amended by more careful previous instruction of the pupil-teachers or monitors on the part of the principal teacher in the lessons to be given by them in school. In accordance with your Lordships' instructions I have also been careful to inquire if any and what prayers are taught to the children for daily use at home. This was a matter which, to my surprise, I often found entirely neglected; on a second visit the omission had, in most cases, been rectified.

The needlework I have in general found well attended to, particularly when there has been any resident lady, such as the clergyman's wife, to take an interest in the school. There has often, however, on inquiry appeared to me to be a want of method in the manner of instruction, the elder girls not being used as monitors, nor the children taught to render themselves as independent of assistance as they might be. I have, in such cases, recommended to the notice of the teachers a very useful manual of needlework shown to me by another inspector, and containing many valuable suggestions for teaching this subject.

The number of night schools under inspection has increased since the introduction of the Revised Code. This is attributable to two facts, viz., the removal of the restrictions formerly imposed upon certificated teachers in charge of pupil-teachers with regard to their teaching in this department, and the general reduction in the amount of grants paid by Government to day schools, teachers for the latter reason being anxious to increase their incomes by assisting in the night school. All schools under inspection would, I think, very soon, with rare exceptions, have night schools in connexion with them but for two circumstances which now weigh heavily upon managers: the difficulty of keeping a night school open for 60 evenings, and the inconvenient time for inspection. With regard to the first of these, should your Lordships' retain the present rule of not allowing the full capitation grant of 2*s.* 6*d.* unless the school has been held on 60 occasions, I would venture to suggest whether it might not be desirable to grant a lesser sum, say 1*s.* 8*d.*, for an average attendance of 40 nights. It is difficult to begin these schools earlier than October, or to hold them more than three nights in the week, and from what I hear the attendance begins to fall off after Christ-

mas, and to fail entirely as the evenings grow longer; a relaxation of the rule would therefore, I think, be of great advantage to the promoters of these useful institutions.

With regard to the time of inspection, managers complain of the impossibility of getting their night scholars together when the school has once broken up, and it is a good deal to expect farm labourers, who have perhaps read scarcely a line, not held a pen, or worked a single sum for six months, to pass an individual examination in the three subjects required of them. It would be very desirable if some assistance could be given to Her Majesty's inspectors so as to enable them to inspect all night schools applying for a grant during the first three months of the year. Something will no doubt be done to remedy these evils, as the matter is stated in the last report presented to Her Majesty to be under your Lordships' consideration.

The number of pupil-teachers has considerably diminished in my district; very few schools will, I think, soon have any apprenticed in them, unless compelled to do so by the fact of their having an average attendance of more than 90 children. The supply of male candidates has greatly fallen off. Of the 148 pupil-teachers who appeared before me during the past year, 105, or 70 per cent., passed a satisfactory examination. The whole number was arranged by me in five classes, marked respectively as good, very fair, fair, moderate, and failure. The list was as follows:—

	Males.	Females.
Class I.	18	8
„ II.	15	16
„ III.	11	37
„ IV.	14	26
„ V.	2	1
Totals	60	88

I subjoin the names of those placed by me in the first class, in alphabetical order.

Name.	Year of Apprenticeship.	School.
1. Adams, William M.	3	Pewsey N.S.
2. Bennett, George	4	Whitchurch N.S.
3. Biffen, Henry	1	Trowbridge Par. S.
4. Bowns, Albert B.	4	Sarum St. Martin's N.S.
5. Browne, Martin	2	Trowbridge Par. S.
6. Bryant, Elizabeth	4	Calne N.S.
7. Cane, Emily L.	2	Marlborough St. Peter's N.S.
8. Carter, Thomas	5	Trowbridge Par. S.

Name.	Year of Apprenticeship.	School.
9. Compton, Allan -	4	East Tytherly Endowed S.
10. Dallimore, Bertha -	3	Trowbridge Par. S.
11. Edwards, Albert -	2	Malmesbury and Westport N,S.
12. Goulden, William -	5	Wilton N.S.
13. Hickman, William -	5	King's Somborne N.S.
14. Horth, Charles -	5	Collingbourne Ducis N.S.
15. Kerby, William -	4	Broughton and Bossington N.S.
16. Lanning, Edward -	3	Erchfont N.S.
17. Mills, Mary - -	4	Bishopstone N.S.
18. Mines, Ralph - -	3	Warminster N.S.
19. Morris, Eliza - -	4	Crudwell N.S.
20. Paddock, George -	5	Sarum St. Martin's N.S.
21. Parsons, Joseph J. T.	3	Burbage N.S.
22. Perkins, Louisa -	2	Calne, Mrs. Guthrie's Juvenile S.
23. Ponting, Eliza M. -	4	Ditto.
24. Powell, Frederick -	2	Bowood N.S.
25. Prewett. Albert -	3	Alderbury Par. S,
26. Turner, Sophia -	1	Wilton Park S.

In order to secure greater accuracy in the religious knowledge of the pupil-teachers, Mr Warburton, some years ago, while in charge of this district, introduced the following table of subjects for examination, and I have since extended it to all the schools in which any pupil-teachers are apprenticed :—

1st YEAR.

1. The Pentateuch.
2. St. Matthew's Gospel.
3. The Christian Covenant (from the Catechism).
4. Articles I.–VI.

2nd YEAR.

1. Joshua to end of Samuel II.
2. St. Mark's Gospel.
3. Creed to end of Duty towards God.
4. Articles VII.–XV.

3rd YEAR.

1. Kings and Chronicles.
2. St. Luke's Gospel.
3. Duty towards Neighbour and Desire.
4. Articles XVI.–XXVI.

4th YEAR.

1. Ezra, Nehemiah, Esther, Daniel.
2. St. John's Gospel.
3. The Sacraments.
4. Articles XXVII.–XXXIX.

5th YEAR.

1. Chief prophecies relating to our Lord, and their fulfilment.
2. Acts of the Apostles.
3. History of Book of Common Prayer.
4. Explanation of Daily Services.

Schoolmistresses also, having often expressed a difficulty as to what specimens of needlework should be prepared by their pupil-teachers in the various years of their apprenticeship, I introduced the following system, which had already been established for some years, and succeeded well, in another district:—

1st year, chemise. 3rd year, man's shirt.
2nd year, child's frock. 4th year, gown.
5th year, a doll completely dressed.

The number of schools in the receipt of annual grants has slightly increased since my appointment to the district. They are, in Wilts, Clyffe Pypard, Grittleton, Kingstone Deverill, Kington Langley, Salisbury (Infants'), Stapleford, and West Harnham; in Hants, West Dean and Kingsclere Woodlands. The following schools have also applied for inspection with a view to the examination of the teachers for a certificate. In Wilts, Donhead St. Mary, Fovant, Idmiston, Netherhampton, West Grimstead. In Hants, Chilbolton. On the other hand, however, the following schools must be mentioned as having withdrawn from annual inspection—the first two, I trust, only for a time in consequence of temporary difficulties, the others in general from inability to maintain a certificated teacher. They are, in Wilts, Westbury N.S. (Boys'), Ditto Infants', Stanton St. Bernard; in Hants, Lower Wallop. The grant has been refused for two years to Wootton Rivers N.S., Wilts, in consequence of the inadequacy of the buildings, but a new and excellent schoolroom having just been erected, the grant will be renewed again this year.

Very few managers in my district have availed themselves of articles 132, 133 of the Revised Code, by which small rural schools under the care of pupil-teachers who have served their apprenticeship with credit may claim a share in the Government grant. The following are, I believe, the only schools to which such teachers have been appointed—East Harnham, West Harnham, Kington Langley, and Poolkeynes.

I have the honour to be, &c.

J. W. NUTT.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. H. SANDFORD, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the* NORTH AND EAST RIDINGS OF YORKSHIRE.

MY LORDS, Alvechurch, December 1864.

THE district assigned to me under the recent changes comprises the North and East Ridings of Yorkshire, exclusive of the city of York and certain villages on the west bank of the river Derwent.

This report, which refers to schools visited between August 1863 and August 1864, will not give an account of the state of education in the whole of the district, as the schools in Hull and in some of the adjoining parishes, those, viz., situated in Holderness, the south-east corner of Yorkshire, were visited in June and July 1863.

Number of schools inspected.

In that part of the district which I have visited during the past year there are 113 annual grant schools, containing 135 departments.

There were present at my inspection of these schools—

Boys	4,662
Girls	3,313
Infants	1,945
Night scholars	125
Total	10,045

Number of scholars in annual grant schools.

To these there will have to be added 31 annual grant schools, 48 departments, which I have not visited within the year. My colleague and successor in the district, Mr. French, has kindly favoured me with some statistics according to which these schools have in ordinary attendance—

Boys	2,335
Girls	1,718
Total	4,053

There will be then about 14,098 (4,053 + 10,045) scholars in ordinary attendance at the annual grant schools of the district.

Number of scholars in schools visited for simple inspection.

There are, besides the above, 45 schools which receive no grant from your Lordships, but which are visited for the sake of the inspection only. Of these I have seen 33 during the year, containing 1,745 scholars.

This report, in so far as it deals with the schools in my own district, referring to only that portion of them which

I have visited during the year, will be somewhat fragmentary ; and, as I propose to notice certain points relating to schools which I visited during the autumn of 1863, in the districts of my colleagues Mr. Fraser and Mr. Sharpe, the information given will be varied rather than complete.

The districts alluded to are the Halifax district in West Yorkshire and the pottery district in North Staffordshire. In the Halifax district I visited six schools containing 1,959 day scholars and 103 night scholars ; in North Staffordshire, nine schools.

My own district is in itself most varied in the nature of the country and in the character of the inhabitants ; it is partly agricultural, partly pastoral, in the North Riding, in the rich vales of Mowbray, Ryedale, and Pickering ; for the most part agricultural in the smooth chalk hills, the wolds of the East Riding ; in the moorland country to the north, where the rocks are rich in iron ore, a mining population is rapidly growing up. Still further north, along the lower valley of the Tees, there is the populous manufacturing district of Middlesborough, with its iron forges and furnaces. To the extreme south-east there is Hull, with its dockyards and seafaring population.

It is evident, then, that any one who had made himself acquainted with the work of the schools in this district, and then proceeded to make a survey of the educational features of the West Riding and the North Staffordshire districts, would get a very fair general view of what elementary education is doing in the country, and of the various encouragements and difficulties which it meets with according to the nature of the country in the different districts, and the circumstances of the people which it has to deal with. There are one or two points of contrast in the general view thus obtained which I wish to bring before your Lordships.

Half-time schools in the Halifax district.

First, in regard to the Halifax manufacturing district : schools seemed to thrive here as well as in any of the other districts in question.

The hill country, which sends forth the more westerly streams which feed the Ouse is not a mere desolate moorland with quiet rural valleys nestling in the hollows, but is in many parts a thickly peopled manufacturing district.

In the valleys, or perched here and there on the hill sides, may be seen the different weaving sheds and factories where a vigorous and industrious race work the power loom or the spinning jenny. The character of the schools may be inferred from this description ; they are for the most part

half-time schools attended by children who work in the adjoining worsted mills.

A cheerful intelligent set of young people are the mill scholars in this hill district, apt to learn, and neat and handy workers, as any one may see who cares to watch them as they piece the threads or tend the spinning frames.

For their age these mill scholars are, of course, not so advanced as the whole-day scholars, but then they attend school (half-days) till they are 13 years old, and this is a great point.

That fair progress is made on the half-time plan may be seen from the fact that out of 1,400 scholars examined only nine per cent. failed, and that 24 per cent. were presented under the fourth and fifth standards, *i.e.*, as able to read books of general information and to work sums in the compound rules.

In this district, then, we see that education is helped rather than hindered by manufacture. The worsted mills in some respects act as feeders to the schools. In the Copley valley, where there are not more than 700 inhabitants, Messrs. Akroyd's excellent schools have an attendance of 450 factory scholars; some of these are from adjoining villages.

In the Potteries, on the other hand, where I examined some schools for Mr. Fraser in September last, manufacture and mining to a great extent act as impediments to education. As, however, Parliament has now extended the benefit of the half-time Act to the Potteries, it will not be worth while to notice in detail the contrast between the two districts in this respect.

It is more important to notice the contrast which the new (iron) manufacturing district of Middlesborough presents to the woollen manufacturing district in regard to the age of the children in the schools, as there is as yet no provision by Act of Parliament for the education of the young in districts of the former kind.

Middlesborough iron district.

Thus I find that out of the 396 male children in the Middlesborough, Eston, and Ormsby schools only 16 per cent. are over 10, only four or five are over 12, years of age; this may be compared with the proportion over 10 years of age, 39 per cent., the proportion over 12 years of age, seventeen per cent., in the Halifax district.

There is a fair proportion of older girls at the Middlesborough St. John's school, but the population here is so fluctuating, the scholars are so irregular, that only 50 per

cent. of those present had been at school 100 days during the year.

I find that in spite of the great wealth of the iron-workers, and the attention paid in this case by the clergy to the schools, circumstances are more unfavourable to the progress of education in a district* like Middlesborough than in either the woollen manufacturing or the rural districts of Yorkshire; they are, if possible, even more unfavourable in some of the watering-places and fishing villages on the Yorkshire coast.

Schools on the Yorkshire coast.

At Scarborough, Whitby, Bridlington Quay, Filey, there is a constant drain on the schools for children to perform various menial offices for the visitors who flock into these places in a continual stream from May or June to November.

In one or two of these places, *e.g.*, Filey, Flamborough, the bulk of the poorer inhabitants are fishermen; where this is the case the girls have much rough work to do on the shore, which takes them from school; and the boys, as at Flamborough, though not without some fine points of character, are rough and independent, and are very irregular in their attendance.

More favourably circumstanced than the schools in these places are the schools attended by the seamen's children who live in the picturesque village built on the rocks at Robin Hood's Bay, south of Whitby; both here and at Fylingdales, in the same parish, the children are a fine, healthy, intelligent set. At Robin Hood's Bay all the children present had attended the number of days required, and passed the examination.

Schools in North Yorkshire, Moorland district.

In the Moorland valleys of the North Riding, education is in a more backward state than it is in the valleys near Halifax above alluded to.

Some of these dales are not properly supplied with school buildings; at Leyburn, for instance, a thriving little town at the entrance of Wensley-dale, there is no national school.

At Redmire, in the same valley, the school-room is a very poor one, and so close and crowded that it was found more convenient to examine the children part of the time on the village green. But there is a movement towards

* The school at Kidsgrove, North Staffordshire, which I inspected in September 1863, for Mr. Fraser, is a well-known instance of what may be accomplished by dint of great energy and perseverance on the part of a clergyman and teachers well supported by a liberal employer of labour, even in an iron district; out of about 300 scholars presented, only one failed.

improvement going on here. The rector of Wensley, who is very anxious that something should be done, with the other trustees, invited inspection, though no grants could be claimed at the time.

The school at Melbecks at the top of the valley of Swale, near where the Yorkshire Fells join on to those of Westmoreland, deserves notice. It is a thriving school in a wild district; at the time of inspection, though it was a snowy day with a cutting March wind, and many of the children, whose homes are scattered about on the hill sides, had to come considerable distances, yet not more than one or two were absent. One school, Thornton-le-Moor, near North Allerton, was not so fortunate, as it lost about one-third of the grants claimed on examination, through the prevalence of scarlet fever in the village.

In a large number of parishes in the North Riding there are no schools receiving grants from your Lordships; the number of parishes is about 230, the number of annual grant schools only 71.

Schools in the East Riding, the Wold district.

In the heart of the Wold country, which occupies the centre of the East Riding, the state of education is rather backward, and it has here a good deal to contend against. The only schools here under inspection are those supported by Sir Tatton Sykes; there are six or seven of them, most of which, though some of them are taught by uncertificated masters, are doing their work satisfactorily. The Wolds are highly cultivated; almost all the land is under tillage, and, the population being scanty, there is a great demand for child labour at certain times of the year. It is not merely that a few boys are wanted here or there to plough, tend, or single turnips, but numbers of children, boys and girls, go out in gangs together to weed the corn, and are kept away from school by this work alone for six or seven weeks.

Though somewhat affected by the circumstances above mentioned, the schools in the towns and villages that lie outside the Wolds are generally efficient, especially at Beverley, Driffield, Brantingham, Londesborough, North Cave, and Welton.

There is still a very large number of schools in the East Riding which receive no benefit from the Parliamentary grant; in 195 parishes there are only 69 annual grant schools.

Comparative state of education in rural, maritime,

From the above view, then, of the comparative state of education in the different districts visited, it may, I think, be inferred that circumstances are most favourable to it in

thriving country towns, like Beverley, where there is a large number of well paid operatives, temperate enough to be able to pay for their children's education, intelligent enough to value it; that next in order come the north country woollen and cotton districts, where the educational clauses of the Factory Act are in force, and large numbers come under the operation of the Act; that in the more prosperous and better cared for country villages the results of education are satisfactory; that in iron, pottery, and other manufacturing districts, like Middlesborough, circumstances are very unfavourable to education, but, if possible, they are, as a general rule, still more unfavourable in the fishing villages and the watering-places on the Yorkshire coast. and manufacturing districts.

In illustration of the above view I subjoin the following Table in which the annual grant schools are arranged according to merit and the nature of the district in which they are situated.

	Number of Departments		
	Doing their work well.	Doing their work fairly.	Unsatisfactory.
In			
Country towns - - -	9	11	2
Country villages - -	25	41	16
Half-time factory district -	6	5	1
Iron and pottery district -	4	6	5
Sea-coast towns and villages -	4	3	5
	48	66	29

From the above view it will appear that the general state of education in the schools inspected in the North and East Ridings of Yorkshire is satisfactory.

There are, however, several points in regard to which I think some improvement might be made.

First, with regard to the system of mixed schools; it prevails too much, I think, in some of the towns which I have visited; neither at Malton, Pocklington, or Market Weighton are there separate departments for girls. Much may be said in favour of the mixed system in country villages where the numbers are small, so that the teacher has all the scholars more immediately under his eye, and where ladies and other educated persons visit the schools more frequently than, I am sorry to say, they do in towns. If boys would be taught how to treat girls with gentleness Mixed schools.

and respect, I believe the mixed plan would be the best in all cases; but I fear the chances of this being properly done are not sufficient to counterbalance the evil effects likely to arise from congregating large numbers of children of both sexes together when the boys are rough, as they appear to be in north country towns.

One great objection to the too general adoption of the mixed sytem is that it deprives the girls of the benefit of the influence which a well-trained, high principled teacher of their own sex is likely to exercise upon them. There are six trained schoolmistresses employed in the schools of the North Riding; these are doing their work so satisfactorily that the friends of education in the district cannot but wish to see teachers of this class more generally employed. Several of them have remained in their situations for a considerable time, and in this respect may be favourably contrasted with the trained schoolmistresses in some other parts of the country, whose constant changes and premature matrimonial engagements are frequent subjects of complaint.

Infant schools.

Infant schools, properly so called, are not so general, even in the towns, in North and East Yorkshire, as they are in the Midland counties.

In the case of the country schools this is hardly to be considered a defect. The attendance of very young children in any considerable number in country districts, where the population is scattered, is not to be expected, even if it were desirable. A class-room under a female assistant is generally sufficient for the small number of young children who are likely to attend school in country places. But if the establishment of regular infant schools be not so much wanted in many cases, yet I think more use might be made of certain parts of the infant-school system.

Scripture illustrations, for instance, are not enough employed for the instruction of the younger children. The facts of Bible, or any other, history, are, I need hardly say, best impressed on young minds by representations which appeal to the eye. Any one who has watched the children in certain parts of South Germany pass from one to the other of the little shrines in which the various events of our Lord's Passion are represented, repeating at each some short prayer, will be led to infer that the strong hold which religion has on the poorer classes in that country is in some measure due to the impression made on their minds when they were children by the pictures alluded to. With regard to Natural History illustrations, I would remark that, though gene-

rally hung up on the walls of school-rooms, they are not so often made the subject of lessons as they should be. Whenever I have had these prints removed from the wall and brought before the children they have shown the liveliest interest in the subject; and, though not familiar with the names assigned by the naturalist, they yet often have names of their own for the different creatures which, if not so correct, are much more racy and expressive. There is a very good infants' school at St. John's, Middlesborough, in which the Kinder Garten system is employed, and where the children are taught to model objects roughly in clay, an occupation in which they appear to take great delight.

In some towns, *e.g.*, Malton, Market Weighton, Driffield, though there are numbers of infants at school, separate departments are wanting.

I cannot say that, speaking generally, the infants' schools in large towns are satisfactory.

There is an objection, *primâ facie*, to a set of institutions of which the object seems to be to relieve mothers of their first natural duties, of which the tendency is to develope precocity in children, so that they are taken long before the proper time from school and forced in many cases prematurely into labour for which physically they are not fit; on the other hand, as many mothers will neglect their infants, it is better they should be sent to school than allowed to run the streets. There are, too, many excellent points in the infant school system, and a clean well ordered set of infants is, it must be allowed, a most pleasing sight.

The objection, then, would seem to lie against the abuse of the institution rather than against its use.

The abuse seems to be, 1st, the admitting very young infants to school; 2ndly, the charging a very low fee for infants.

At the Scarborough infant school there are some 40 infants under four years of age; at Bridlington Quay there were 70, out of a total of 146, under that age; at Shelton Infants' school, in the Potteries, I counted 30 infants under four years of age when I inspected it for my colleague in 1863.

These babies are generally troublesome; their presence in any considerable number hinders the instruction of the elder children and interferes with the proper working of the school.

2. With regard to the low fees charged for infants, hardly ever more than 2*d.*, often only 1*d.* per week, I would remark that the parents are generally so anxious to be

relieved of their infant children that they would be ready to pay a fair fee to the school for taking care of them.

In two schools in Staffordshire, Aldridge and Shenstone, where the plan of charging 3*d.* instead of 2*d.* a week for the infants, in the one case till they could read monosyllables, and in the other till they were five years of age, was tried, it was found to answer very well; and this was done in rural parishes, where the parents, though not poor, do not receive nearly such high wages as they do in the manufacturing towns and watering-places, where the evils incidental to the infant-school system chiefly exist.

Night schools.

In striking contrast with the popularity which infant schools enjoy is the difficulty of maintaining good night schools.

I confess that I wish this state of things were exactly reversed; for while it is certainly not an absolute benefit to bring very young children under instruction at the risk of developing them unnaturally and prematurely, it is an undoubted benefit to retain under the influence of education the youths of the working class, who leave school at 10 or 12 years of age, before their moral character can have been properly formed or their higher faculties of mind called into exercise.

A very erroneous opinion, I think, often prevails as to the extent to which education, as carried on in elementary schools, leaves any permanent traces on those who have received it. It has been said that in after-life, though their knowledge may have lost its accuracy, yet that its substance is retained. My own experience, on the contrary, leads me to conclude that in the majority of cases the knowledge gained at so early an age is almost entirely effaced under the deadening influence of a life of mere mechanical labour. Where night schools are made use of, this influence is counteracted in the case of those who have been properly grounded as children in day schools.

In this district, North and East Yorkshire, there are not more than nine night schools claiming grants from the Committee of Council on Education. In these only about 40 per cent. of the scholars presented themselves for examination; 33 out of 81 examined, 33 out of 125 present, were able to pass in the 4th and upper standards.

The smallness of the amount to be obtained in the case of village night schools in the way of school fees and capitation grant is probably one reason why more of these institutions are not established. The grant would not on

an average be more than 3*l.* on 10 scholars, 6*l.* on 20 scholars.

There is a useful night school at Scarborough, which I examined on the 10th of June. Two of the most successful evening classes in the district are held at the foot of the hills in the Moorland district, at Ingleby-Arncliffe and at Danby. Most of the scholars at Ingleby are young miners. I examined the night school at Danby as late as the 1st of July. If a supper had not been combined with the examination, possibly the scholars might not have been brought together; many of them had to come considerable distances to meet me. I fancy that social gatherings of this sort should form part of the programme of a night school or institute, if it is to be successful.

In many cases the establishment of a night school will render necessary the employment of an assistant master.

Supply of teachers.

This brings me to the question of the supply of teachers, which, except in the case of the smallest schools, I generally find to be insufficient.

The number of pupil-teachers, for instance, is necessarily small in a district in which the greater number of schools are village schools. In the North Riding schools there were, in the beginning of the year 1864, about 40 pupil-teachers: of these nine have left in the middle of their apprenticeship, one has died.

I am sorry to find young and inefficient monitors in many cases taking the place of pupil-teachers.

It is evident that, where the numbers require it, if there is a difficulty in obtaining pupil-teachers, or in any case where a staff of adult pupil-teachers is leaving a school, their places should be supplied (if possible), not by monitors, but by assistant masters or mistresses.

It will be found to answer, when the result comes to be tested by examination, to employ the older and more competent teacher rather than the child monitor, whose labour, if cheap, is not productive.

But it must be allowed that in many cases the difficulty of obtaining sufficient funds to pay the salary of a proper assistant is so great, that managers may well shrink from the responsibility of appointing them.

School funds.

Funds may be increased by subscriptions, or by raising the school pence.

With regard to subscriptions, I have seen enough in different parts of the country to make me believe that whatever can be devised to lessen the extent to which

national education depends on this means of support will be of great advantage.

Voluntary school rate.

I am glad to be able to report that the plan of a school rate has been adopted in several parishes in the North and East Ridings; where such rate is levied, of course much of the trouble and unpleasantness involved in collecting subscriptions is avoided, and, as I take it, the true principle on which parochial schools ought to be supported is acknowledged, viz., that they are institutions quite as essential for the public welfare as good roads or good street drainage, which are provided for by a general rate.

In two of the parishes alluded to the farmers and small tradesmen send their children to the school, paying only the ordinary fee, on the ground of having contributed to the rate; and this is, doubtless, one reason why different classes pay willingly, according to their assessment, for its support.*

School fees.

With regard to school fees, I think that in the majority of cases the parents do not pay as much as they fairly ought towards the education of their children; but what the parents ought to pay is one thing, what they can be induced to pay is another.

It must be allowed too that there has been considerable improvement in this respect within the last year or two, though I do not think that in all cases the plans adopted are satisfactory.

In some cases the principle according to which school fees are regulated is faulty; in other cases it is simply that the school fees are too low.

The right principle obviously is that which Parliament appeared to sanction in the discussion that took place on the subject in the session of 1862, and which your Lordships' Minutes, in Article 4 of the Revised Code, as explained by the supplementary rules, evidently point to, though they do not enforce it, viz., that the children of farmers and tradesmen, if they attend State-aided schools, should not be educated at the same cheap rate as the poorer classes.

I find that this principle is to a considerable extent adopted in the village schools of North and East Yorkshire. Taking at random 42 such schools, I find that in 23 edu-

* The schools alluded to as being partially supported by rate are Raskelfe, Thornton-le-Moor, Farndale in the North Riding, Wressel in the East Riding. In most cases the tenants pay the rate; in the case of Thonton-le-Moor, Earl Cathcart and some neighbouring landlords agreed to it, and pay it themselves.

cation is charged for according to the circumstances of the parents.

In the case of the town schools this plan is not so generally acted upon. Taking 11 of the town schools in North and East Yorkshire I find that in only two are the wealthier class of parents made to pay more than the poorer for the education of their children.

No doubt it is a most difficult matter in the case of large towns, where the different classes of society so run into one another, and where the distinction is rather between one class of operatives and the other than between the farmer and the labourer, to carry out the plan of regulating the school fee according to the means of the parents.

On the other hand, to regulate the school fee acccording to the class in school in which the child is placed has a tendency to keep the poorer children out of the higher classes.

Possibly the establishment of a higher class of schools, higher both in regard to the rate of school payments and in regard to the age and attainments of the scholars, may be found eventually to be the best solution of the various difficulties with which this question is surrounded.

Meanwhile it would be very desirable that parents should be made to understand what the education of each child really costs; sometimes when they pay 6*d.* a week, they fancy their children are entitled to instruction in extra subjects, whereas they are only then paying about three-quarters of what they ought to pay for the ordinary school instruction.

There are cases even in towns (*e.g.* Earl Granville's school, Cobridge,)* where inquiry is made, as each child claims admission to the school, into the amount of wages received by the parents, and if it be above a certain amount a higher fee is charged.

Children buying their own books.

It is a point worthy of the consideration of the school managers whether in certain cases their expenses might not be slightly lessened by getting the scholars to buy their own books. This plan is not carried out, at least to any extent, in the Yorkshire schools that I am acquainted

* At Woodside, near Dudley, a populous mining and manufacturing district, the school fee for children whose parents earn,—

£	*s.*	*d.*		
1	0	0	is	3*d.* per week.
1	10	0	is	4*d.* per week.
2	0	0	is	6*d.* per week.

with. The master of Mr. Cockrane's school near Dudley, where this plan is adopted, tells me, "it was introduced "at the opening of the school; and we have had no "difficulty. The first class boys buy a fourth book (7*d.*), "arithmetic (3*d.*), grammar (3*d.*); the second class, a third "book (7*d.*) On the benefit arising to the children, and to their parents also, from this practice it is not necessary for me to enlarge.

Subjects of instruction.

I have stated that, on the whole, the children are carefully taught in the elementary subjects in the schools which I visited in Yorkshire.

The following Table, in which I give the results of the examination in 40 schools, seems to confirm this:

Number of Scholars presented under		Of whom passed in reading.	Of whom passed in writing.	Of whom passed in arithmetic.
		per cent.	per cent.	per cent.
Standard I.	686	637 = 93	652 = 95	561 = 82
„ II.	555	529 = 95	536 = 96	492 = 88
„ III.	450	429 = 95	413 = 91	407 = 90
„ IV.	354	353 = 100	330 = 93	340 = 96
„ V.	38	38 = 100	34 = 89	37 = 97
„ VI.	11	11 = 100	11 = 100	10 = 90

The greatest number of failures was in the arithmetic of the children presented under the lower standards.

Reading.

The reading is generally correct, especially in the upper classes, but it is apt to be wanting in expression. Yorkshire children, though they strike me, even in the rural districts, as possessing natural abilities above the average, do not read in a way very intelligible to strangers.

Arithmetic.

The arithmetic in the main is well done; subtraction presents a difficulty in the lower classes; rules in arithmetic are sometimes taught too mechanically; when they have got over the difficulties connected with the new system of examination, the teachers will doubtless be able to give more time to elucidating the different principles on which the rules depend.

Writing.

The writing is generally good. As writing includes writing from dictation, the failures under that head in the third and fourth standards may be attributed to imperfect spelling.

Composition.

I almost always give some simple exercise to test the powers of the children in composition, either an account of

some place or of some animal, or of the different occupations in which they are employed in the field and at home, more frequently some questions on Scripture, to which they have to give written answers. As a rule the children take kindly to these exercises.* The most common faults are that the answers are too concise, so concise I mean, that unless a person had the questions before him he would not understand the answers. The sentences also are too short; often a whole exercise is nothing but a series of simple sentences strung together by a succession of "ands." The elder scholars should, I think, be taught to compose short passages, containing a principal and a dependant, or several dependant, sentences, and write them as an exercise on the blackboard.

Religious instruction.

I do not find that the religious instruction of the elder scholars is neglected, because the teachers are anxious to prepare them for examination in the lower subjects. Too often, indeed, the religious instruction is not made sufficiently practical. There is a tendency, especially on the part of younger teachers, to dwell too much on mere facts, not enough on the lessons to be deduced from them. It has been well urged by Mr. Watkins, in his last report, that possibly the little trace which Scripture teaching seems to leave on so many in after-life may be owing to this, that Scripture is not enough impressed upon them as a rule of life and constant guide and support in it.

The religious knowledge of the lower classes is not so satisfactory as that of the upper; it is apt to be left too much in the hands of the younger teachers. There is no part of a schoolmaster's time so well bestowed as that which he spends in examining into the knowledge, or supervising the teaching, of his lower classes.

The Catechism is rarely, if ever, so well taught as Scripture History, though there are exceptions to this, as at Croft, Richmond, and Whitwell. Yet to be able to explain the terms in the Catechism, to illustrate from Scripture the practical precepts and divine facts which it sets forth, is surely an excellent mental exercise, to say nothing of the good of a higher kind which it is calculated to effect.

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* One would not infer, from the account which some of the children give in these exercises of their working capabilities, that education is unfittting them for labour. One lad writes,—I can arrah (harrow); I can rowl (roll); I can ledd first horse in the drill. Another writes,—I can carry caff (chaff); I can pull brackes (brassics—yellow weeds in the corn); I can feed pig and tend birds. A girl,—I can clean doastone (door-stone).

It is sometimes urged as a reason for the Catechism being taught in a mechanical way that many of the scholars are children of dissenters who object, or rather who might object, to their children learning it. This is a good reason for not teaching the Catechism at all to those children whose parents have scruples about it. Those who do learn it had better be made to understand it thoroughly, and, if possible, to enter into the spirit of it.

The same may be said in regard to instruction in the Liturgy. Such instruction would seem to be unmeaning in the case of those who do not attend Church; it would be well if those who do were taught to understand the order of the service, and the meaning of the more difficult expressions. I have often noticed how few children can write out a collect, or, indeed, any prayer, except the Lord's prayer. These points are, of course, best attended to when the clergy examine the scholars periodically in religious knowledge.

Points relating to health.

There are certain points relating to the health of the children attending the schools in this district to which I should like to call attention.

The Yorkshire country children are, as a rule, a fine healthy race, except in the case of some of the poorer towns or low damp villages in the Dale and Wold country; but neither their health nor their *physique* is improved by the following practices:—

By their being kept in school all the morning, or, still worse, all the afternoon, without exercise in the open air:

By their being made to sit or stand for a long time together a day with their arms across their breasts, so that they become round shouldered and contracted in the chest:

By their being crowded together on the gallery, so that they have not room to move their limbs freely:

By their being allowed to stoop forwards too much with their elbows out when writing.

At Whitby the national school is built so close to the harbour, into which the sewerage of the low town empties itself, that the atmosphere of the school-room is sensibly affected by it. Neither here nor at Malton is there a proper playground for the children. This want is often given as the reason for not letting the children out into the open air for drill or exercise. The benefit likely to accrue to the young, and indeed to the country at large, if a regular system of drill were made general for all schools, has been so well set forth by Mr. Edwin Chadwick in his com-

munications to the Education Commission of 1851, that I need not enlarge on it. I will only allude to the two instances in which I found it carried out in Yorkshire. One was at Sowerby-on-the-Hill, commonly called Sowerby District, near Halifax. The scholars there are most half-timers from the factories, whose employment induces much stooping, and who have to endure a good deal of confinement; they were evidently greatly refreshed by the exercise, the girls more especially. The master in this case had taught the drill. There had been some prejudice against it on the part of the parents at first, but this had been overcome in a great measure by a sensible letter on the subject written by Mr. King, a medical man well known to the people. The other place where drill was well carried out was at Beverley Minster school. In this case the Serjeant of the Police had trained the lads.

In conclusion, I would remark that education in this district owes much, not merely to the zeal and energy of the teachers, but to the care and attention bestowed by the clergy and others on the management of the schools.

Interest of laymen in national education.

It must be owned that the active managers are far too exclusively the parochial clergy. There are some instances in which laymen take an active interest in the schools they contribute to. The practice adopted by several landowners in the district of visiting at certain times the schools on their estates, and hearing them examined, occupies but little time, and is calculated to effect great good.

First, because it enables men of property to see whether they are supporting fairly useful and efficient schools. Too many instances have come to my knowledge in which their money has been spent in supporting inefficient and well nigh useless schools.

Secondly, because it enables those who thus see for themselves what the schools are doing, on the one hand, to notice defects obvious to the eye of common sense, and, on the other, to avoid entertaining unfair prejudices against the system,—prejudices which I have always found to be strongest in those who have no acquaintance with the working of education, having never perhaps in their lives been inside a school.

The chief effect of education as carried on in Church schools has been to make those whom it has at all influenced more intelligent, more temperate, more orderly. This alone is a proof that laymen, and not the clergy alone, have an interest in supporting these institutions and promoting their efficiency. Not so many of those educated would be

lost in after-life to the Church, or to other good influences, if they could be kept under instruction by means of good night schools; and it is here especially that the lay members of the Church can best, in many cases, co-operate with the clergy if they will either assist at the evening classes or induce their young *employés* to attend them.

On the whole there is much in the state of education in North and East Yorkshire that should be encouraging to those who promote it. In regard to those whom the teachers retain for any length of time under their influence, the work is being carried on successfully.

In concluding this report it is right that I should thank the clergy and school managers of the district for the courtesy and kindness which they have shown me during my stay in it.

I have the honour to be, &c.

H. SANDFORD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. D. J. STEWART, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* BEDFORD, CAMBRIDGE, *and* HUNTINGDON.

MY LORDS, Cambridge, 1865.

THE statements to be found in this report are based on observations made in schools situated chiefly in the three counties of Bedford, Cambridge, and Huntingdon.

As my remarks refer to the exceptional period of transition from the provisions of the minutes of 1846 to the terms of the Revised Code, it is necessary to observe that I have to speak of educational institutions brought under conditions which are not favourable to steady progress.

The district over which I have to travel is, perhaps, one wherein any extensive departure from the scheme under which parliamentary grants in aid of elementary education have been hitherto administered would be accepted with reluctance and attended with serious embarrassment, because the really good schools it contains would probably never have been brought to that efficiency which they have certainly shown but for the existence of that peculiar form of aid from the State which has been just superseded.

The poor are occupied almost entirely in farming operations, and at the date of the last census no less than 60,362 persons were working as day labourers upon the land, 30,116 being employed in the county of Cambridge.

As the rates of wages cannot be considered high, early employment is encouraged and pressed by the questionable economy of those who pay for labour, as well as by the poverty of those who exist on daily hire, and the consequence is that in all three counties alike children are driven to work as soon as they can stand alone.

Little boys, and even girls, who, in respect of age, would in the more prosperous sections of society be confined to the nursery, are called "agricultural labourers" by the census agents in this section of the Eastern Counties, and when the last returns were tabulated there were 811 children, males and females, between the ages of five and 10, earning in this capacity a scanty living; the major part being in Bedfordshire, where straw plaiting and lace making supply additional temptations to the needy or the reckless to treat their children as mere labour machines.

The district is one in which there are not many resident gentry, and very few who have shown any special or

practical interest in that particular social question with which it is my business to deal.

Two resident landowners in Bedfordshire have done a great deal to promote the education of the poor living and working on their estates, and three schools in Cambridgeshire are almost entirely supported by as many owners of property in the three parishes in which they have been built; but there are, on the other hand, schools in which the total annual expenditure is provided by the clergyman without the slightest local assistance, and far too many cases in which I am told that the owners of the largest estates either decline to contribute at all, or become positive obstructions by offering small contributions hampered with conditions to which it would be unwise to submit.

Such, or similar statements, are too often made in explanation of the confessedly depressed state of particular schools, and it seems impossible to avoid the inference that the necessity of providing efficient instruction for those who cannot help themselves has not received that unprejudiced consideration which its importance really demands.

Hence it has come to pass that a very large share of the progress which has been made in this district is due more to the influence of individual teachers upon the parish, or neighbourhood, in which each has been placed than to any other cause with which I am acquainted.

It would no doubt be scarcely correct to say that all the masters and mistresses who have been employed within its limits have been equally conscientious, equally devoted to their duties, or equally skilful in performing them; but it is undoubtedly true that the favourable impressions produced by high character and professional ability have led to many important extensions of the means of education; and it would be quite possible to point out instances in which earnestness of purpose and first rate technical skill have given such unlooked for life and power to a parochial school as to win the sympathy and cordial support of those who were the least likely to become converts to the cause of national education.

It is very desirable to give prominence to facts of this kind, because they are the most valuable testimony which can be produced of the real value and practical fitness of the measures proposed to the country through your Lordships' minutes.

If the parochial schools in this district had depended for their efficiency on strictly local exertions and support, there are no very evident reason for supposing that many of

them would ever have risen above the barren respectability of dames' schools, and it is almost entirely through the stimulating agency of the State that some have entered, as it were, into a new phase, and produced results which are hardly appreciable by those who are strangers to their history; for I do not hesitate to affirm that no one is fully competent to speak with authority on the present condition of elementary education in England who has not had some practical familiarity with the position it occupied twenty years ago.

If the cordial adoption of your Lordships' minutes and the growth of efficient schools are, as I contend, merely examples of cause and effect, it is easy to account for that decline in the activity of the promoters of elementary education which has been very apparent during the last eighteen months.

The mere alteration in the form of payment, and the frequent reduction in the amount of aid granted to individual schools, have unsettled the relations previously existing between teachers and managers, and introduced reductions or re-arrangements of the staff of teachers in particular cases, which cannot be considered beneficial to the district.

The withdrawal of the augmentation grant, hitherto paid conditionally to the holders of your Lordships' certificates of merit, has not only practically lowered the annual income of a great many masters and mistresses, but has also produced among teachers a great tendency to adopt other occupations, and to seek employment in other parts of England where the circumstances of the population make it easier to maintain schools.

Whenever the amount of aid received under the present Code has fallen short by any considerable sum of that obtained from public sources in previous years, the managers have had to meet the demand for fresh pecuniary contributions on their part in various ways in order to maintain, as far as they can, the efficiency of their schools.

It does not, however, appear easy to extract much additional local support, and the individual subscribers to schools do not, as far as my observations have gone, show any disposition to undertake greater liabilities than those they bear already, so that the only courses open to school committees have been to increase the rates of payment required from children; to reduce the number of teachers to the lowest limit sanctioned by your Lordships; to organize schools entirely with the view of obtaining the

largest possible pecuniary result under the new form of grant, or to combine these expedients.

These devices have been adopted, partly or wholly, not because they are considered best for the interests of the children, but as the only possible modes of securing a proper relation between income and expenditure.

It is obvious that there are many parishes where to double the weekly charge for admission to a school is simply to shut the children of the poor out of it; and in small parishes, such as are abundant in the counties with which I am concerned, no very great additional income would be secured even if the school pence could be doubled without undue pressure on the poor.

It follows, of course, that the losses of income, consequent on the introduction of the Revised Code, have been felt most severely by the teachers engaged in small parochial schools depending on a few supporters.

The greatest reduction, in fact, has taken place where the teacher's remuneration was, to begin with, on the lowest scale.

I believe that 22 teachers have consequently thrown up their situations in this district, in order to seek elsewhere a better recompense for their services; and there are some of them whose places it is not easy to supply.

I have not succeeded in finding out the present occupation of all those who have left the schools under my inspection; but two have gone to India, one has gone to France, two have undertaken duties connected with private schools, and two have given up teaching altogether.

A schoolmaster and a schoolmistress, who have served for many years in the district, retain their present posts only till they can find openings in some other kind of employment.

It must not be understood that these represent all the changes which have taken place in the counties to which this report has reference; they are merely those of which I have some knowledge, and they are brought under your Lordships' notice to show how far the unsettled state of the district may be traced to one specified cause, which is likely to exercise the same influence in any part of England circumstanced like that in which I am employed.

The three counties which make up the district are broken up into 470 parishes, many of them small and poorly endowed.

In such cases a school suited to the wants of the poor can be maintained only in one of two ways—by the

clergyman undertaking the whole pecuniary risk which such an institution involves, or by his prevailing on resident and non-resident parishioners to bear with him their due share in the necessary outlay.

The former course would be often an imprudent one, and the latter presupposes that kind of personal exertion which is forthcoming only where there is a thorough conviction that the possible result is worth the labour.

Yet, in spite of all the difficulties which have to be met, I have had occasion to point out in former reports that some of the best schools in the district have sprung up in these very village populations, for which it was said that the schemes of the education department were unsuited; and I have also taken the liberty of remarking that the old form of augmentation grant represented an annual subscription from public sources sufficiently liberal to turn the scale in favour of the school, and so to produce a larger increase of annual grant cases in small parishes than in large ones.

It is obviously so important to multiply schools of this class, that it is very advisable to obtain every information of their probable position under the Revised Code.

To maintain their efficiency, the annual cost of each certainly cannot be reduced, so that the continuance of those which exist already, as well as any increase in their number, will depend, as far as can be foreseen at present, on the general identity in value between the two forms of public aid.

There is, of course, the possibility of a growth of private liberality; but if it should turn out that greater exertions will not be made locally to cover any deficiencies of school income created by acts of the Legislature, it will follow either that teachers of an inferior stamp will be accepted, or that schools will be allowed to sink below the level at which they can be recognized as worthy of any public grant at all. I am afraid that there are already symptoms of this reaction.

A school at Hamerton has been withdrawn from inspection because the managers were unable to make up to the mistress the loss of income occasioned by the withdrawal of her augmentation grant, and one at Brampton is closed.

There is also an evident tendency to employ cheaper teachers in order to meet reduction in school incomes.

It follows, of course, that important charges are passing into the hands of imperfectly trained masters and mistresses, who, although unfit to grapple with the various

contingencies of school keeping, are yet able to obtain situations merely by undertaking to work for less money than their abler brethren.

The same changes in the relation between schools and Her Majesty's Government which have thus affected the position of masters and mistresses have influenced very considerably the interests of the pupil-teachers, on whom the training schools depend for a supply of resident students.

The pupil-teachers have shown in some cases a great unwillingness to complete their term of service, and a still stronger objection to enter a normal institution.

Seventeen have, I believe, declined to follow the occupation of teaching on account of the grave uncertainties which, in their opinion, surround it, and the probable difficulties of securing regular employment on terms sufficiently remunerative to warrant the expenses and delays of training.

It is no doubt quite possible that further consideration may induce some of these young persons to change their determination, but such are the reasons for their decision with which my inquiries on the subject have been answered; and indeed seven have withdrawn already without finishing their five years of apprenticeship.

Unless fresh arrangements have been made, of which I have not been informed, there are now 40 schools in which the only help on which teachers can depend is that afforded by young monitors who are sometimes paid small fixed stipends and regularly employed, or are more commonly selected from such children as are present and employed for the day only.

Twenty-three of these institutions have had the advantages of apprenticeship under the original system adopted by your Lordships, and some of the others were training candidates for the office when it was modified by the Revised Code.

Important schools maintained to supply the wants of tolerably large populations, as at Huntingdon, Barnwell, Arlsey, Eaton, Sandy, Aspley, Biggleswade, Caldecote, Sutton, and other places, are now being conducted without pupil-teachers, and without any subordinate staff which can be said to have taken its place either in respect of permanency or efficiency.

The small rural schools, such as those at Heath, Flitwick, or Stanground, which hitherto have presented, in my judgment, the best examples of the valuable scheme of school

organization prescribed by the Minutes of 1846, have much greater difficulty in meeting all the changes involved in the new system than the schools in larger and more densely populated parishes.

Pupil-teachership, in its completeness, was possible even under the old system only on account of certain future advantages to which it led the way, and which were easily enumerated.

It required, in the first place, a careful selection of candidates who had been well brought up and were of proper age and in good health.

In isolated rural parishes where the average age of school children is low, their attendance irregular, and the average duration of school life surprisingly brief, on account of the general poverty of agricultural labourers, it was soon found that any thoughtful scrutiny of applicants for this kind of employment was out of the question. No such children existed as a class.

Candidates for pupil-teachership were therefore sought in schools whose size brought under the observation of competent judges a larger number of children whose superior social position enabled them to remain longer under instruction, and to obtain a better education than that possible for the hard-worked sons and daughters of poor agricultural labourers.

Nineteen schools in this district obtained their pupil-teachers entirely in this way.

Even the large schools of Linton and Soham found it necessary to bring their apprentices from other places, on account of the difficulty of finding desirable candidates for the office.

It is easy to see that what were difficulties under the Old Code rise into impossibilities under the New.

A general transfer of monitors is clearly out of the question, even if managers were in a position to offer to children of the requisite age the rate of pay enjoyed by the old pupil-teachers; but, besides this, it is very unusual to find in small schools any child at all who possesses the necessary tact, the temper, the ability; and, above all, that natural taste for the work, which is indispensable.

This is exactly the state to which some of the schools I have mentioned were reduced at the date of my last visit.

In 1863, for example, the education of the children attending the school at Flitwick entirely occupied a well-trained mistress and a clever apprentice. In 1864 the

same mistress had 70 children in the school-room, and no better help than the occasional services of her own sister, who is far too young for such employment.

It must be remembered that parents have a very sensible objection to the employment of their children as monitors unless they are paid and taught out of school hours as pupil-teachers were.

They say, and with some reason, that if their sons and daughters are fit to be entrusted with the instruction of others, their education must be sufficiently advanced to enable them to get on in the particular trade by which they mean to get a living. Hence it follows that a teacher hesitates to make even occasional use of pupils who are fairly advanced, for fear of their being entirely withdrawn from school, and cannot offer them permanent service because the manager has not the funds requisite for their hire.

The cessation of the old pupil-teachership amounts therefore practically to the loss of a teacher per school in such cases as those I have tried to describe, and it is of course attended with a corresponding lowering of the standard of instruction.

Even the managers of large schools, where the payment of grants is conditional on the existence of apprentices, do not appear to have escaped from the troubles which are said to be so formidable in small ones.

The Luton schools once presented a very good example of the success of the original system, and of its appreciation by the poor, for whose benefit it was devised.

The popular measure of the school's efficiency was the number of its pupil-teachers, and the average attendance regularly increased after the addition of each fresh one till seven were employed under two masters in the boys' room, while four were acting under the mistress who had charge of the infants and girls'.

Both schools had a supply of candidates, a fact which deserves to be noticed, because boys can get such good wages in the Luton bonnet factories that it is surprising they should relinquish them for situations in a parochial school of much less value and involving much harder work.

A boy, for instance, who was unable to pass the examination for admission to pupil-teachership was within four years enjoying a salary of 80*l.* in a warehouse; and another, who cancelled his indentures, obtained, without difficulty, 15*s.* a-week and lodgings.

Without offering any opinion of the policy of carrying

out the pupil-teacher system to such an extent at the public expense in one particular school, the case may be fairly cited as an unusual example of its usefulness and its repute amongst the working classes.

In 1864 the boys' school had only two apprentices, who had, it was said, accepted the office with extreme reluctance; and only one candidate for apprenticeship in the girls' room was presented, and she was totally incapable of passing the simple examination prescribed.

The manager stated that no other girl could be found who was willing to undertake the work.

The same difficulty in finding suitable candidates for the new form of apprenticeship has been felt at Cambridge.

The schools in this town have maintained a more numerous staff of apprentices than the other large schools in the district, although the supply is not so complete as it used to be; but there is no doubt that those who have been engaged under the Revised Code are inferior to those who worked under the old one.

They are not such good teachers, and they do not show any great interest in their work, yet the governors of the schools could scarcely avoid appointing them under the circumstances.

The supply of desirable candidates has failed so suddenly that, even in a population of 26,361, it has been necessary to transfer an apprentice from Suffolk to fill up a vacancy in one of the schools.

The same difficulties have arisen at Linton and Wisbech.

How far all the hindrances to steady work which I have noticed are due simply to the transition from one system of grants to another, I cannot venture to say; but after considering carefully the evident tendency of all the disturbing causes which have influenced schools which I have seen since the date of my last report, I have no doubt whatever that the education provided for the children of the poor in this district is not as efficient as it was.

I do not think that each child attending the schools I visit is getting that knowledge of strictly elementary subjects which it did two years ago, because it is impossible to avoid the consequences of the fact that a large amount of teaching power has been withdrawn from the schools by the cessation of the old pupil-teacher system.

The depreciation in the value of schools is probably greater at present in the lower than the upper classes; but as the latter grow out of the former, the inequality will soon cease.

All the schools in the district have come under the operation of the Revised Code, and received the grants conditionally due to them, with three exceptions.

In two cases aid from the public funds was forfeited for defects in the premises; and in another, on account of the unusual dishonesty of the children under examination.

I have not made any calculation of the per-centage of children presented or passed under the different standards prescribed by the Code, because the value of such returns appears to be extremely questionable.

Whatever may be the value or necessity of examination, there is a tendency to give it a power which it does not and cannot possess.

My own experience of school work leads me to think that it is scarcely possible to devise any form of limited examination of individual children which will test all the really important points which a good teacher has in view, and on which the efficiency of every school more or less depends.

Even in respect of those subjects of elementary instruction to which tabulation is applicable, there are practical difficulties from which I see no escape.

I have more than once attempted to place in the order of their efficiency all the schools visited in an official year, by adopting in each case the same or a similar combination of inspection and individual examination; but I have only succeeded in convincing myself that each case must be judged on its own merits, unless the standard adopted is so low as to be valueless.

It might at first sight be taken for granted that all schools in receipt of annual grants are, on the whole, evenly supplied with all necessary machinery, and taught by teachers whose technical and general qualifications are for all practical purposes on a par.

Such an assumption, however, would be full of error, and its inaccuracy is almost an official necessity.

In the first place, marked differences in the power of school-keeping distinguish the students from different normal institutions, and these differences are so decided that schools insensibly settle into groups which represent the results of different systems of organization and different methods of instruction.

Again, the holders of certificates of merit are classed as students who have had the advantage of two years' training, students who have had only one year, and acting teachers who have had none at all.

The whole body therefore contains three distinct types of teachers, independent of and in addition to such features as distinguish the students trained in particular colleges.

In dealing with children who are being educated under the varieties of system, which are the fruits of thorough training, imperfect training, and none at all, it is impossible to use any universal test which is really satisfactory.

The variations in the standard of instruction maintained in schools officially recognized as recipients of annual grants are so wide that the children in a school of infants will, in some instances, work with ease and accuracy arithmetical examples which prove too difficult for the second class in a large school of boys.

Such are the contrasts between efficient training and none at all.

In like manner it would be easy to point out children who, after passing two years in an upper school under a teacher carrying out the system adopted in a particular normal college, cannot read with the finish and expression for which they were remarkable when they were in a school for infants where different methods of instruction are in use.

It thus comes to pass that a form of examination which is suited to one particular school is out of place in another.

Each school has its own standard of instruction.

I have the honour to be, &c.

D. J. STEWART.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. E. DOUGLAS TINLING, A.M., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* SOMERSETSHIRE.

MY LORDS, December 1864.

SINCE my last report in 1862 the south-western counties, which had been under my inspection from the year 1847, have been subdivided into three separate districts, and I take this opportunity of expressing my thanks to my late colleagues, the Rev. Edward Arnold and Rev. William Howard, for their hearty co-operation and ready compliance with my wishes during the many years that we have worked together.

From October 1863 my whole time has been given to the inspection and examination of schools under the Revised Code within the limits of the county of Somerset, and I have been enabled to visit each school in that county which is taught by a certificated teacher,* and on this account eligible to receive an annual grant.

In nine schools, viz., Berrow, Biddisham, Congresbury, East Horrington, Highbridge, Kilmington, Locking, Marston Bigott, and South Stoke, I found that the teachers had become certificated by the passing of the Revised Code,† as they had been either previously registered, or formerly pupil-teachers who had completed their five years of apprenticeship, and were now in charge of small rural schools.

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* *Revised Code, Section* 50. The inspector does not proceed to examine scholars in reading, writing, and arithmetic for the grant until he has first ascertained that the state of the school does not require it to be withheld.

51. The grant is withheld altogether.

a. . . . . .

b. If the principal teacher be not duly certificated . . . art. 67.

† *Revised Code, Section* 132. Pupil-teachers who fulfil the conditions of article 90, may, upon special recommendation by the inspector, and upon consideration of their last examination papers, be provisionally certified in the lower grade of the fourth class (art. 67) for immediate service in charge of small rural schools, but after their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (art. 66) or are *ipso facto* cancelled.

133. Rural schools, in order to fall under article 132, must not contain more than 1,200 square feet of superficial area in the whole of the school-rooms and class-rooms, or they must be certified as not needing nor likely to be attended by more than 100 scholars.

131. All teachers at present registered as competent to instruct pupil-teachers are included in the fourth class, upper grade, of certificated teachers; all other registered teachers, and all scheduled students acting as teachers, are included in the fourth class, lower grade.

In 12 schools, viz., Barton St. David; Berkley; Dinder; Dulverton, boys and girls; Hazelborough; Middlezoy; Paulton; Stoke St. Gregory; Taunton central, infants; Weston, Bath, infants; and Weston-super-Mare, infants, certificated teachers had been appointed for the first time within the last two years.

Whilst in three other schools, Flax Bourton, Ken, and South Brent, in which at my former visit the managers had reverted to uncertificated teachers, I found the teachers again certificated.

Within the same period certificated teachers have been discontinued in seven schools, viz., South Brewham; Bleadon; Clatworthy; Nailsea, Christ Church; Puriton; Seavington, St. Michael; and Tickenham.

Pupil-teachers have been sanctioned for the first time in six schools, Dulverton, boys and girls; Beckington; Stogumber; Weston-super-Mare, Christ Church; Yeovil, Trinity; but during the past two years the pupil-teachers have been discontinued in 27 schools, viz., Aller, Bathampton, Burnham, Bath Octagon, Bradford, Blackwell, Buckland Dinham, Bishport, Cranmore, Huntspill, Ilminster, Long Sutton, Martock, Mark, Norton St. Philip, Over Stowey, Puriton, South Brewham, Spaxton, Shipham, Taunton, Trinity, Wellow, West Charlton, Winsham, Wookey, and Wrington.

The following table gives the number of children in the county of Somerset presented during the past year upon the schedule under the Revised Code. The number of those who were absent on the day of inspection, the total number examined, and the total number passed in reading, writing, and arithmetic. These numbers include the children under six years of age, and also 225 night scholars.

Number of Children presented as per Schedule.	Number of Children absent on the day of Examination.	Number of Children examined.	Number of Children passed in Reading.	Number of Children passed in Writing.	Number of Children passed in Arithmetic.
14,895	1,409	13,486	12,142	12,040	11,281

With regard to the above numbers I consider that on the whole the children came up fairly to the different standards in which they were examined; and taking into account the great home difficulties with which school managers and school children have to contend, I look upon the number of children who passed as very creditable.

I have found some difficulty with managers and teachers to induce them to present their schools in Standards fully equal to the attainment of their children--Standards such as the children would have attempted under the Old Code. Managers have assured me that, with the school expenditure of necessity fixed for the current year at a given amount, they could not afford to run the risk of losing any portion of the Government grants. And again, that many of the more advanced children being so young, if they were examined in a Standard higher than was absolutely necessary, the managers might be debarred from presenting those children in later years under any standard at all according to the regulations of the Revised Code,* so that they have rather aimed at a Standard below the capabilities of the children than ventured on a higher one.

I record with much pleasure the result of my examinations during the past year on the religious knowledge of the children. There is a soundness and an extent of information in a very large body of the children which I should trust would be retained by them after they have left school.

This religious teaching has been given both by the masters and mistresses, and also by the parochial clergy, who have for the most part bestowed much time and labour on their parish schools.

I regret that the subjects of geography, English grammar, and English history have almost ceased to form a part of the teaching in many of our poor schools.

The use of geography in these days of emigration all must allow. Should your Lordships see fit to add in future years this subject for examination in the Standards IV., V., and VI., I believe that it would be of real service.

No difficulty has arisen in conducting the examination of the children under the Revised Code, and scarcely a child has failed through nervousness as far as I have been able to judge.

The requirement by the Revised Code that each child should be present on the day of examination, and, if above six years of age, be examined before any grant can be made for that child, has afforded a most healthy stimulus to our poor schools; and the grant being as great for the

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* *Revised Code, Art.* 46. Every scholar for whom the grants dependent upon examination are claimed must be examined according to one of the following Standards, and must not be presented for examination a second time according to the same or a lower Standard.

younger children in Standard I. as for the elder children in Standards V. and VI., has certainly been of the greatest advantage to the junior classes.

After nearly 18 years of school inspection in the county of Somerset I have just resigned that sphere of duty into other hands.

But I cannot leave a district in which I have laboured for so many years without publicly thanking the Bishop of Bath and Wells, together with his clergy, and also the lay managers of schools throughout the county of Somerset, for their constant kindness and ready co-operation, which have not only contributed largely to my personal comfort, but which have aided me most materially in the performance of my official duties.

I have the honour to be, &c.

E. DOUGLAS TINLING.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector*, J. BOWSTEAD, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* BRECON, CARMARTHEN, GLAMORGAN, GLOUCESTER, HEREFORD, MONMOUTH, *and* PEMBROKE.

MY LORDS, January 1865.

THREE years have elapsed since I had the honour to present to your Lordships a general report upon the progress of elementary education in my district, and great changes have taken place in the interval. It has been a period of transition throughout, and was at one time a period of considerable discouragement.

From the date of the first proposal of a Revised Code, down to that of its actual adoption, promoters of new schools were too much alarmed to proceed with their schemes, and this feeling produced a temporary check in a movement which for some years previously had been going on with a steady and almost uniform momentum. The check, however, was merely temporary. Eighteen months' experience of the new system has in a great measure reassured the majority of school managers. Those who possess schools already, have generally discovered that the difficulty of securing funds for their efficient support is not so much enhanced as they feared it would be; and those who desire to establish new schools do not so frequently despair of obtaining sufficient public aid towards their annual maintenance.

About the average number of new schools was brought under inspection during the year 1864, and more would have been so if the promoters could have found qualified teachers to take charge of them; but in South Wales and Monmouthshire, which constitute the greater part of my district, and in which British schools prevail extensively, it has been impossible during the latter part of the past year to meet with a certificated British teacher of either sex disengaged.

In making this complaint I wish to be understood as strictly limiting it to the Welsh part of my district. This scarcity of certificated teachers trained on the British system is probably unknown in most parts of England, and its existence in Wales is due almost entirely to the peculiar circumstances of the principality. The number of Welsh teachers trained up to this time is not sufficient for

the wants of their own country, and English teachers are not always well adapted to take charge of schools in Wales. It is true that many large and good schools in South Wales are taught by English men and women, and that their success in many cases is everything one could desire. But these examples are mostly met with in populous centres of industry, and under the patronage of wealthy companies. In more retired districts, where the population is thoroughly Welsh, I find few English teachers engaged, and of those who are so engaged I find still fewer who achieve success or continue in the same school for any considerable time.

Nor is this due entirely to the difference of language. Pembrokeshire men who know nothing of the Welsh language often do well in Welsh speaking districts; but then they understand the manners and customs of the people, they can sympathise with them, and they can gain their confidence; whereas an English youth, fresh from a London normal school, when transported into a remote corner of the principality, is apt to regard the people around him as semi-barbarians, and himself as the only person in the locality who has any real pretensions to civilization. He soon lets this feeling appear in his intercourse with his scholars, and the remarks which he drops from time to time are carried with the speed of wind to every fireside within reach of his school. He has no extended experience of men or things. He cannot appreciate a state of circumstances which is new to him. His training may protect him from taking "omne ignotum pro magnifico," but he too often falls headlong into the opposite error of supposing that the ways which he does not understand must necessarily be foolish and ridiculous. A little power to look beneath the surface of things, combined with some caution, might save him from the consequences of such a mistake; but it is not every young schoolmaster that can lay claim to these qualifications, and the want of them soon renders him unpopular. His school falls off, he becomes disgusted with a position in which he is not appreciated, and the change which both parties desire is brought about with as little delay as possible, though not always without lasting damage to the educational prospects of the neighbourhood.

Such is a tolerably accurate history of more than one case that has come under my observation; but I do not mean to represent it as applicable to every case without exception. I have known young English teachers succeed in

places that seemed specially unsuited for them ; and on the other hand, I have seen Welsh teachers break down on their own ground. Nevertheless, it is true, as a rule, that elementary schools will not answer their purpose in purely Welsh districts unless Welsh teachers be found to take charge of them ; and this truth is so generally acknowledged by all parties that English teachers seldom seek employment in Wales, and their services are seldom desired by the managers of country schools there. Thus it becomes easy to understand that there may be a scarcity of qualified teachers in Wales at the very time when England enjoys an abundant supply.

In connexion with this subject I may note it as an unfortunate circumstance that the number of pupil-teachers in my district has fallen off very considerably within the last two years. In the case of girls this is simply a question of economy with the patrons of schools, most of whom seem disposed to reduce their teaching staff to the minimum prescribed by the Revised Code. But with boys another difficulty is found to exist : there is a growing demand for juvenile labour in works of various kinds, and boys are less willing than formerly to engage themselves as apprentices to schoolmasters. In many places, indeed, boy pupil-teachers cannot be engaged on any reasonable terms ; and as they form the main source from which future schoolmasters are to be obtained, the prospect of a sufficient supply is not a very cheering one.

Schoolmistresses, however, are somewhat more plentiful than masters, and this circumstance has suggested to some managers the expediency of organizing their schools as mixed schools under female teachers alone. This plan is being tried in several schools in my district, and the results are not unsatisfactory. In one school of this kind I found 189 children, in another 193, and both schools passed remarkably good examinations. Both are in situations where the boys necessarily leave school at an early age ; and when such is the case, there is no reason why a clever and well-trained mistress should not conduct a mixed school efficiently. It is, at all events, much better to employ well-qualified women than to have recourse, as some persons advise, to a class of schoolmasters whose qualifications have been submitted to no test whatever.

Your Lordships will naturally expect that I should make some observations upon the new style of examination introduced by the Revised Code. My examinations under that Code were not commenced until the 1st of October

1863, and the year's accounts were closed on the 31st August 1864; during this interval of 11 months I examined individually and actually marked 13,021 children. Each child received 3 marks, and the total number of failures was 2,671. Thus rather more than 20 per cent. of the children examined failed either in reading, writing, or arithmetic; while nearly 80 per cent. passed successfully in all the three subjects. Of course this is only an average. Individual schools presented the most opposite results. In a few of the very best schools, the most rigorous application of the tests of the new Code did not show a failure of more than 1 or 2 per cent.; whilst in others the number of partial failures exceeded that of the children examined. On the whole, however, the results were exceedingly creditable to the teachers, and proved beyond a doubt not only that reading, writing, and ciphering had been well-taught, but that the children had been carefully classified, and the new style of examination intelligently prepared for.

It may, perhaps, be expected that the failures in future years will be less numerous than those of this first year, but I doubt whether such an expectation will be realized. In the course of the past autumn I have examined several schools for a second time under the Revised Code, and most of them have done worse than they did upon the first occasion. Nor is it difficult to account for such a result. On the first examination the teacher was at liberty to rank his children in almost any standard for which they were fitted; there were limitations indeed, but they were of a very liberal character, and in no tolerable school could there be any difficulty in complying with them. But in future years each child who is to be re-examined must be ranked in a higher standard than that which he stood in before; he must have raised his acquirements by at least one grade, and if he is too dull to make such an advance in the course of twelve months, there is no opening by which he can escape failure. The rise from standard to standard is by no means a rapid one; but there are some very slow learners in every school, and no ordinary teacher can make such scholars keep pace with the Code. They may be kept out of the examination altogether and reserved for another year; but if they be allowed to take their chance, a certain proportion of failures may always be looked for from this source.

There are other considerations which lead to the same conclusion. The first year's examinations were more or less experimental. The best methods of conducting them

were yet to be discovered, and allowance had to be made for various irregularities and for imperfect arrangements on the part of managers and teachers. I am satisfied that an immense amount of copying took place in some schools which I examined, though it was impossible to detect the individual delinquents. I have now made arrangements which will render copying very difficult, and I will spare no pains to put it down. In other respects, also, greater stringency will necessarily be exercised. For instance, I have had to examine schools in which slates enough could not be found for the various standards, or in which no paper was provided for the use of the higher standards; but if these things occur in future years, I trust the inspector will be upheld in refusing to proceed further with the examination. On the whole, then, I am disposed to think that the grants obtained by schools during the past year were quite as liberal as any which they will secure under the present Code.

I believe the new mode of examination to be popular, on the whole, with managers of schools. They are glad to see the children tested one by one, and they are not generally sorry that the examination is limited to reading, writing, and arithmetic.

I speak of it as being limited to those three subjects, because it really is so practically, although the inspector is at liberty to test the instruction in other subjects. For he is directed to *commence* his duties in the school with the "examination in the subjects prescribed by the Revised "Code"; and as the schools in my district are generally large ones, I find, for my part, that when this first duty is discharged, it is impossible to prosecute efficiently any further examination on the same day. Sometimes, indeed, with a view to report upon the skill of the teachers, I get them to take a class after the principal examination is ended; but it is generally a very flat affair. The teachers are overdone with the excitement of the morning's work, the children are listless and weary, the managers' patience is well nigh exhausted, and the inspector himself has had quite enough of it. I cannot pretend, therefore, that I am able to give any reliable opinion upon the teaching of either grammar, geography, history, or the higher rules of mental and slate arithmetic in the schools which I have visited during the past year.

My impression indeed is that those subjects have been much less taught than heretofore. Most teachers tell me that they have been obliged to curtail their work in these

departments, and some admit that it has been entirely laid aside. It is only in a few of the very best schools that the time table remains unchanged, and everything is taught now which it was deemed expedient to teach under the old system. This is the case in the large British schools which are to be found in Bristol, Cheltenham, Gloucester, Swansea, and some other considerable towns. It is also the case generally in Wesleyan schools, the Education Committee of the Wesleyan conference having a very strong desire that it should be so. But in the coal or iron districts, and in populous villages, the majority of teachers seem now to limit their efforts almost entirely to the teaching of reading, writing, elementary slate arithmetic, and scriptural knowledge. The result will be that these essential subjects will undoubtedly be taught more quickly and more effectually than heretofore; but there is the attendant danger that the teaching will be merely mechanical, and that in many schools no effort will be made to develope the children's intelligence.

This danger is the greater because the teaching staff in most schools is being seriously diminished both in numbers and efficiency. It is the interest of patrons to engage only as many pupil-teachers as will satisfy the conditions of the public grant. Paid monitors are cheaper, and where reading, writing, and elementary arithmetic are alone to be taught, they can be made tolerably efficient. If the paid monitor of 12 can win for the school very nearly as large a grant as the pupil-teacher of 18, and will be satisfied with one quarter of the latter's stipend, the temptation to employ him will in many instances be irresistible. Thus the teaching power will be reduced in quality, especially in schools of less than 90 children; and it needs no great sagacity to foretell that the teaching itself will be impaired at least in an equal degree.

So far as the inspector is concerned the new system of examination has a good deal to recommend it. Under the Old Code there was a certain vagueness about the duties which he had to perform, and a great difficulty in satisfying his own mind that he had arrived at a true conclusion. Now he has a definite task before him, he knows exactly how that task is to be accomplished, and he feels, when it is done, that there can be no mistake about the official interpretation of its results. This is a solid satisfaction; but he secures it by a very laborious process.

An eminent writer of the present day tells us that "the "especial plague of modern life lies in the perpetual acts of

" decision which it requires;" and he adds, by way of example, that a man in power has perhaps 30 or 40 decisions to make in a day, and that " this is very fatiguing and per- " plexing to the mind." Had the Revised Code been in existence when this was written, the author might have found a much more striking illustration of his position. The inspector of schools, who examines a school of 150 children, has not 30 or 40, but 450 decisions to make in a day; and I know from experience that it is one of the most fatiguing things a man can have to do. It is true that these decisions are not of vast importance to the world at large. The fate of nations does not depend upon them, as may sometimes be the case with the decisions of men in power; but the inspector's award is made under the pressure of immediate and direct responsibility. Persons who have a money interest in every mark assigned, not unfrequently stand by and watch each movement of his hand. The process he goes through requires the most fixed attention, is characterised by nothing so much as unmitigated sameness, and does not afford the least spark of interest or amusement to relieve his wearied faculties. I refer particularly to the oral examination of the first or lowest standard, which, in a large school, is really a species of "peine forte et dure," that can only be fully understood by one who has had experience of it.

Yet this examination of Standard I. occupies nearly as much time as that of all the other standards together. It has done so at least in my district during the past year, many children having been thrust into it whose age ought to have qualified them for undergoing a much severer test. Children of 10 and even 12 years of age have sometimes been found in this Standard, and it has been necessary to ask them if they could add 3 to 5 or take 4 from 7. In such cases the answer can hardly be a test of any instruction that is given in the school. It is rather a means of ascertaining whether a child of such an age is idiotic or has a reasonable amount of intellect. Classification by age throughout the school may be open to objection, but few will seriously maintain that the examination prescribed for Standard I. is fitted for children above seven years of age.

Yet when applied to children under seven, this part of the work is far from affording satisfactory results. In fact children of that age are too young to be examined at all. Many of them cannot be got to answer any question whatever when put to them by a stranger. An idle and pert little fellow will often answer glibly and get through,

though really very ignorant. A timid but clever and well-instructed girl will stand dumb before her questioner and be rejected. I have spent many hours during the past year in striving to get some kind of answer from children of this stamp, and have seldom gained anything by it except to be told, and told truly too in many instances, that I had rejected some of the best scholars for their age in the school.

But what is to be said of the examination of Standard I. in *night* schools? Men of 30 years of age have been presented to me under that standard, and I have had to ask them whether they could add and subtract numbers up to ten. It was not easy to do so gravely, or to regard the examination as answering any serious purpose. I venture, indeed, to doubt whether the examination of night schools, as now conducted under the Revised Code, is calculated to confer any important benefit on that class of institutions. Article 46 of the Code, which forbids any scholar being presented for examination a second time according to the same or a lower standard, is not applicable to night schools; and the consequence is that our examinations do not secure progress. Night scholars may in fact be presented year after year in the same standard, however low; and nothing but an act of sheer fatuity on the part of their teacher in presenting them too high can cause them to fail. The examination, therefore, may be useful to the school by enabling it to make sure of a grant; but it affords no stimulus to the scholar, and no proof to the public that its money is well bestowed. The progress required to be made from year to year by day scholars is the very essence of the Revised Code; and if this essential feature of the system cannot be made applicable to night schools, it may be worth while to consider whether some other mode of aiding them cannot be devised. I fully accept the opinion of all the great educational authorities that night schools deserve encouragement; but I consider that examinations which administer no stimulus either to the master or the pupil are a farce, and that if they be regarded simply as the means of obtaining a grant they effect their purpose by a very clumsy process.

Another difficulty connected with the present arrangements as to night schools arises out of the unsuitable seasons at which they often fall to be inspected. They are generally in operation only from October to March, and they can be examined with advantage only between January and March (inclusive). Hence, if the inspection of

a district fall within this favoured period, the night schools obtain grants on the easiest possible terms; but if the date of inspection be about the middle or near the end of the year, it is often practically impossible to assemble the night scholars of the former winter, and no examination takes place. The managers may claim the small grant of 2*s.* 6*d.* per head on the average attendance, but the larger grant of 5*s.* per head on each pupil that passes is inevitably lost. In this manner during the past year some large night schools in my district have been prevented from presenting any candidates for examination, and have suffered a loss, as compared with other institutions of the same kind, which they in no respect deserve. This constitutes a practical inequality between the advantages attainable by different schools of the same class which it would be very desirable to avoid, and which will doubtless be taken into consideration in those improvements in the administration of grants to night schools which your Lordships have announced your intention to introduce.

In conclusion, I beg leave to express my grateful thanks to the Lord President for having granted me six months' leave of absence on account of ill health in the early part of 1863. It was a boon of the greatest importance to me at the time, and its value was greatly enhanced by the kindness and liberality with which it was conferred.

I have the honour to be, &c.

J. BOWSTEAD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector*, J. G. FITCH, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the County of* YORK.

MY LORDS,

I HAVE the honour to present to your Lordships my general report for the year 1863–4.

Description of the district.

The portion of Yorkshire over which my inspection extends includes the whole of the geographical county, with the exception of certain census districts in the extreme north and west, namely, Sedbergh, Settle, Skipton, Gainsborough, Stokesley, North Allerton, Bedale, Leyburn, Askrigg, Reeth, Richmond, Darlington, Stockton, and Teesdale.

The district thus defined is populous and curiously diversified. There is no county in England which exhibits social and industrial life under such varied conditions as are to be seen in Yorkshire. It is at once the seat of several thriving manufactures and the home of a large agricultural population. It contains maritime ports, watering-places, and teeming mines of coal and iron. There are in one part of it large towns and villages of recent growth, filled with evidences of modern energy and science, and in another, solemn ecclesiastical cities and sleepy market towns. In this district, therefore, I have had the advantage of observing the operation of your Lordships' measures from several very different points of view.

Statistics.

I have visited within the year, 116 different institutions, containing in all 161 separate schools or departments. The total number of children actually present at the time of inspection has been 22,091, of whom 11,476 were presented for individual examination under the provisions of the Revised Code. The number for whom the school-rooms furnish accommodation is 28,919. There are in the district 150 certificated schoolmasters and mistresses, 10 certificated assistants, and 200 pupil-teachers. Only three new schools, all of which are in small villages, have been added to my list within the year.

State of school buildings.

With regard to the external aspect of the schools, I have little to say. The proportion of handsome and well appointed school buildings in this district is large; and the Wesleyan Methodists, who are unusually energetic in Yorkshire, have shown great liberality and good taste in the erection of new premises. A small number of schools yet remains in which the desks are crowded in a mass in

the centre of the room, or ranged along the walls. But these clumsy arrangements are being rapidly superseded by simple groups of parallel desks in threes, and I seldom find managers unwilling to make the change. Still more rarely is it my lot to enter a neglected, a dark, or an ill-ventilated school-room. I attribute this satisfactory state of things greatly to the influence of my predecessor, Mr. Brodie, whose watchful solicitude on these points has produced excellent results throughout the entire district.

Nevertheless, I should like to see greater anxiety on the part of managers not only to avoid blame in this respect, but also to secure the *perfect* cleanliness and neatness of the school premises. In the West Riding of Yorkshire efforts of this kind would be especially valuable. The children who are looking daily at gaunt factories and cinder pathways, and at the long unlovely lines of stone cottages which abound in its densely peopled towns and manufacturing villages, find but little to awaken in their minds the love of comeliness and beauty. In such neighbourhoods a bright, handsome school-room, in which all the furniture is perfectly clean and well arranged, and in which a little pains have been taken to gratify the eye of the children, may serve an important purpose. At Bingley, at Great Horton, at Windhill, at Rotherham, and in other places, there are evidences of great taste and thoughtfulness on the part of the teachers, who have invoked the help of the scholars in ornamenting their school-rooms. There is little doubt that such exertions help to civilize the children, to make them loyal to the school, and indirectly to cause the sight of an ugly or ill-arranged apartment to be unpleasing to them.

State of instruction.

The general state of instruction is very satisfactory, and the district, as far as I am able to judge, contains fully its fair proportion of excellent and improving schools. As a rule, I am able to speak in the highest terms of the diligence and self-devotion of the teachers, and of their strenuous efforts to meet the requirements of your Lordships, and to fulfil their duty to managers and scholars. If in the remarks which follow I dwell on faults rather than merits, it is not because I am insensible of those merits, but because ten per cent. of errors and deficiencies offer a more useful field for comment than ninety per cent. of work which is honestly and successfully done.

Reading.

The proportion of children who have passed the examination in reading is very large,—11,089 out of 11,476. The failures occur chiefly in the lowest standard, in which the

little ones sometimes fail through awe and bewilderment, rather than from absolute ignorance. But although reading, which is fluent and accurate, as far as the mere utterance of words goes, enables so many to pass, I still desire to see more attention paid to style and expression, and I have felt obliged to warn teachers, that after the first examination a more stringent test will be applied in these respects. I fear that reading, even in the higher classes of our schools, will always be dull and lifeless, until teachers are more ready to acknowledge that it is an imitative art, and to be learned, not merely by practice, but by example. Few teachers take pains enough with their own cultivation in this respect, and fewer still train their pupil-teachers to anything like finished excellence in the art of reading. When the master or mistress is a graceful reader, the effect on the children is always very manifest. In such schools the teacher reads often to his class, desiring the scholars to follow him, to imitate the distinctness of his utterance, and to observe his tone and emphasis. Occasionally he reads aloud to the whole school a story or piece of poetry, taking pains to make it a model of good elocution. On my visit to a school of this kind I am generally asked to hear one or two of the scholars recite a selected passage, which has been learned by heart for the purpose, and I always notice that these and the like efforts to attain an exceptionally high standard in a few cases do very much to raise the average standard of care and intelligence in the reading of the whole school.

Reading books.

A great change has taken place of late in the character of the ordinary class books for reading. Several new sets of reading lessons have appeared, which profess to be specially adapted to the Revised Code, and these are rapidly superseding the Irish lesson books. The great fault in that cheap and popular series was, that the language was too bookish, and that a single page often contained more technical and unfamiliar words than could be adequately explained in a whole day. The result of using such books was seen in the mechanical way in which the children pronounced syllable after syllable, and in their almost complete ignorance of the matter to which the lessons referred. But in the reaction against this form of error it seems to me that the compilers of many modern school books have been betrayed into another. Instead of crowding their pages with information, they have determined to give no information at all. The fear of using a hard and repulsive style has led them to the adoption of language so ostentatiously

childish, that it is often difficult to find in a lesson a single word which admits of easier explanation, or which is above the level of the pupil's own daily talk. These books have unquestionable advantages. They facilitate the mechanical art of reading, and they make the lessons attractive and amusing to the little ones. It is a great gain to a child to form pleasant associations with the thought of a book, and to form them as early as possible. But on the other hand, books of this kind teach little except the art of reading. They do nothing to enlarge the learner's vocabulary, or to familiarize him with the ordinary language of books or of educated men. Moreover, they do not suggest to a teacher the necessity for any questioning. They discourage, as far as their influence extends, all cultivation of the intelligence in connexion with reading, and they fail to leave on a child's mind a due sense of the seriousness of study, or any strong feeling that he has much to learn from books. I own I should like to see a larger admixture of good working lessons among the fables and fairy tales of the modern books; and I hope teachers will find that there is a golden mean equally remote from Goody Two Shoes, and from those appalling essays on the graminivorous quadrupeds and the monocotyledonous plants, which have so long bewildered the little readers of the Irish books.

Writing.

On the whole, writing is the subject best taught in schools; and I find that out of 11,476 children, I have passed the writing of 10,427, or more than 91 per cent. By requiring all the children in the upper half of the school to work exercises on paper, the New Code has done special service. I find the children greatly interested to learn that the papers bearing their own names and containing their work are to be sent up to London for inspection, and I believe that this form of test will correct many of the evils which too much slate-writing is apt to generate. For hitherto there have been many schools in which all the written exercises, except the formal lines in copy-books, have been done exclusively on slates. Children thus taught never do themselves justice when a separate sheet of paper is placed before them. They are in doubt as to the right use of capitals, and they do not know how to locate the beginnings of sentences, or the lines in a letter or verse of poetry. Another fault, which appears to me on the increase, in spite of constant warnings, is the excessive prevalence of small-hand, especially in schools in which the children purchase their own copy-books. The temptation to gratify the parents in this, the one subject of school instruction which

they think they understand, is too strong for many teachers, and hundreds of children are filling copy-books with pretentious exercises in "commercial" or "angular" hand who ought never to have been permitted to write anything but large text. I wish teachers would remember that in the words of John Locke, "every one naturally comes by "degrees to write a less hand than he at first was taught, "but never a bigger," and that therefore he who learns at school to form every letter well, on a large scale, will fashion a good small hand for himself afterwards without teaching; while he who writes nothing but small hand at school will never be a good or legible writer as long as he lives. The best writing which I find is in schools where it is the practice to give to the lower classes special lessons on the forms and proportions of single letters, and to exemplify them on the blackboard. Considering how few letters and figures have to be learned, how readily they may be grouped in classes, and how much more pains are required with some than with others, this seems the most sensible plan. It certainly produces a visible effect on the clearness and accuracy of all the written exercises in the school.

Spelling.

The failures which bring down the per-centage of marks for writing are really due to the bad spelling which is often found in the third and fourth standards. I believe that this sometimes arises from too exclusive a reliance on dictation as a means of *teaching* spelling. The best teachers are those who employ dictation, transcribing, and oral spelling, each in its turn, and do not depend wholly on any one of these methods. A dictation exercise imperfectly overlooked and corrected does more harm than good. It only confirms children in error, and makes them contentedly familiar with the sight of ill-spelt words. Every exercise of this kind which is to be of any value should be short, and should be thoroughly examined.

Arithmetic.

The failures in this subject amounted in number to 2,138 out of 11,476, or nearly 18 per cent., and are chiefly attributable to the mechanical way in which arithmetic is too often taught. When a question is written down before a child in the shape of a sum, he generally answers it with more or less correctness; but if it is dictated in words, or if the figures are so presented that he is required to arrange or interpret them for himself, the chance of failure is very considerable. Among children who profess to have "gone through" a great many rules, such a question as "Find the difference between ninety-seven and four hundred and thirteen?' is often unanswered, because it is not even

understood. Sometimes a teacher will tell me, apparently in good faith, that notation is not specified in the Code, and that if I will write the sums in figures on the blackboard, the children will work them, even up to hundreds of millions. The number of teachers who are thus enslaved by routine is becoming smaller every day, but there are still many who need to be reminded that arithmetic is an exercise in thinking as well as in manipulation; that the power to translate words into figures, and to know how and why figures are arranged, is a "condition precedent" to the proper working even of the humblest sum in addition; and that the arithmetical problems of daily life are not presented to us in the form of sums written on blackboards. To secure greater accuracy and promptitude in working, teachers should give more frequent oral practice, consisting of short exercises in computing to be worked without the help of slates. To make the processes understood, however, another kind of exercise is needed. A sum should be taken once or twice a week and dealt with simply as an illustration of the "rationale" of the rule. It should be worked in the presence of the class, and made the subject of a sort of parsing, *i.e.*, of questioning so exhaustive that the meaning and value of every figure, and the reason for placing it shall be thoroughly examined. By the judicious use of these two methods, in addition to the ordinary slate work, it will be easy for teachers to attain far more satisfactory results than are reached at present. If, instead of inquiring what is the particular method of test likely to be employed by the inspector, teachers would vary their own modes of teaching and of testing, and try to look at the work of each rule from as many different points of view as possible, their scholars would be equally well prepared for any form of examination which the inspector may happen to adopt.

Copying. The practice of copying is not wholly unknown even in the best schools. It is a form of untruthfulness in which a little child cannot be expected to see anything seriously wrong unless he has been taught to do so. I adopt a few little expedients for preventing it on the day of examination, such as the use of printed cards containing different sums, and the separation of children from each other. But it is very undesirable that these precautions should be imitated, as I find they are occasionally, by the teacher in the daily work of the school. A good method of testing is not necessarily the best method of teaching. It is often very important in collective instruction that all the chil-

dren should be working the same sum, and when this exercise is watchfully conducted, it may be made a means of correcting rather than encouraging the tendency to copy. It is a great point in the daily discipline of a school to give habits of truthfulness and honour in little things, and to make each child feel personally responsible for the accuracy of his own work.

Effect of the system of individual examination on instruction.

I have no doubt that in regard to all the subjects of elementary instruction, the standard fixed by the Revised Code has wrought most beneficially, and that it has revealed even to faithful and hard-working teachers defects in their methods which they did not suspect. Laborious as the new form of individual examination is to the inspector, every day's experience proves that it furnishes the truest form of test, that it is the only real check to unsound and pretentious teaching, that it secures the proper distribution of the teaching power throughout all the classes of a school, and that it enforces a thoroughness and exactness in which, it must be owned, many schools of great repute were seriously deficient.

Nevertheless, I cannot resist the unwelcome conviction that the New Code is also tending to formalize the work of the elementary schools, and to render it in some degree lifeless, inelastic, and mechanical. I find too many teachers disposed to narrow their sense of duty to the "Six Standards," or to what they sometimes call, with unconscious sarcasm, the "paying subjects." I find an increasing eagerness on the part of teachers to get hold of text-books, which are "specially adapted to the requirements of the Revised Code," and which claim as their chief merit that they do not go a step beyond those requirements. The practice of explaining and questioning on the meanings of words appears to me on the decline. Spirited oral teaching, mutual interrogation, home lessons, and other devices, by which the intellectual life of a school is kept up, are far less common than they ought to be, and, as I have reason to believe, than they once were. The teaching of grammar, history, and geography has been much discouraged. It has always been a characteristic of the best schools that in each of them there was some one subject, which, if not a hobby of the master's, was yet one in which his own tastes led him to take particular interest, and which by its special finish and excellence served to prove that his heart was in his school, and that he was proud of its success. I regret to say that I see comparatively little of this sort of

enthusiasm, and that the adoption of a uniform standard tends, in some measure, to discourage it.

Such disadvantages as these are fully outweighed by the unquestionable excellences of the new system, and may, I believe, be wholly removed by a little care in its administration. But they exist nevertheless. Ere long teachers will, I hope, become aware that the subjects specified in Article 48 of the Revised Code represent the minimum to be required in the most unfavourable circumstances; and that in all schools well equipped with apparatus and teaching power, and attended with moderate regularity, much more may reasonably be expected. There is an important provision in Article 52, which enables an inspector to deduct from the total amount of the grant one or more tenths for "faults of instruction," and after the first year I believe it will be both right and necessary to make free use of this power in all schools in which the teaching is dull and unintelligent, or in which any opportunities of promoting the mental or moral improvement of the children are habitually neglected.

It is right to add that to the best schools, such, for instance, as those which are specified by name in Mr. Brodie's last report on this district, these remarks do not apply. All the first-rate teachers continue to employ without change the methods and the course of instruction by which they were accustomed to obtain credit under the Old Code. They "take care of everything but the exami-" nation, and let the examination take care of itself." And this always turns out to be the most politic course, as it is certainly the most honest. For the rudiments are never so well taught, and the per-centage of children who pass the elementary examination is never so great, as in schools in which other subjects are also taught, and in which the general level of intelligence is highest.

Supplementary subjects.

Of these higher or supplementary subjects it is difficult to say which is the most valuable, since so much depends on the manner in which the subject is treated. The common fault in all the more ambitious teaching, whether of grammar, geography, or physics, is the habit of mistaking the terminology of a science for the science itself.

Grammar.

I am especially struck with this in the teaching of grammar, which is too often a string of unmeaning terms, but which, under certain conditions, may become the most valuable of all instruments for mental discipline in the elementary school. These conditions are very simple. A

technical term should never be taught as having any value *in se*, but only as the record of some logical distinction which has been first explained and understood. As soon as a distinction of this kind has been recognized, the pupil should be called on to see the purpose served by it in a sentence, and to form sentences of his own in which it is exemplified. Composition or sentence-making ought always to be pursued *pari passu* with technical grammar. But it is curious to see how rare in schools are even the humblest exercises in the right use of words. The consequence is that the language of books remains a foreign speech to a child through the whole of his school life;—a language occasionally translated, it is true, and like the Latin of a half-educated man, partially understood with a little effort, but not appropriated or spontaneously used as if it were his own. I like to hear a teacher who, after taking a reading lesson to pieces, and illustrating the meaning of the prominent nouns or verbs, writes down a list of a dozen of them, and gives out as the home lesson for the evening, "Make sentences of your own, each con- "taining one of these words." Such exercises enlarge a child's command of language, and with it his power of thinking, to a remarkable extent.

Composition.

In most schools it is the practice for the head teacher to give, once or twice in the week, conversational lessons or lectures on some subject not included in any regular course of reading, but selected with a view to encourage observant and inquisitive habits of mind, and to enlarge the pupil's general information. The chief fault of these lessons is that they are apt to be desultory and immethodical, and to have little or no connexion with each other. Now and then I find that for three months at a time the series of miscellaneous lessons is on the animal kingdom; that this is followed by another course, consisting of the biographies of the most famous men in English history; and by a third on the natural history of the articles used in food, or on the structure of simple machines. But it is much more common to find on inquiry that the subjects are taken at hap-hazard, and are without unity or coherence. A good deal of labour and ingenuity may thus be wasted. The teacher who would economize his own resources wisely will always take care, first, to make every collective lesson form one of a series, and be part of a well-considered plan; secondly, to collect and prepare his material carefully; and thirdly, to preserve his notes. For this purpose the log book may be made very useful. It should record the

Collective lessons.

commencement and end of each course of Biblical or other collective lessons, and should mention each specific subject on its proper day.

Oral teaching more than ever needed.

It seems the more important to call attention to this subject, because the best elementary schools have long been distinguished for the excellence of their oral lessons, and for the vivacity and interest with which those lessons have been invested. And now that book and slate and memory work have been so much and so properly insisted on as a means of counteracting the flimsiness and inaccuracy of mere oral teaching, there seems some danger of its wholly superseding such teaching. But I should be especially sorry to see such a result in our primary schools. The child of a gentleman needs at school comparatively little, except the sort of task work which places at his command the instruments of obtaining knowledge, because the subjects treated of in books are talked of at home, and he has constant opportunities of hearing and of learning to use the language of intelligent men. And unless the school teaching of the poor man's child is to become utterly unfruitful, he also must be talked to and made to talk about what he reads. But this must be done at school or it will not be done at all. Hence questioning, conversations on familiar objects, and exercises in the use of language, acquire in schools for the poor a special value which does not belong to them as parts of general education.

Supply of pupil-teachers.

I am sorry to find that the difficulty of obtaining boys as pupil-teachers, especially in the prosperous manufacturing towns of the West Riding, is sensibly increasing, notwithstanding the subsidence of the panic which discouraged so many intending candidates two or three years ago. In a few schools committees have availed themselves of the regulation which allows the engagement of an assistant as a substitute for two apprentices. But as far as my own short experience has enabled me to judge, the help thus obtained is less valuable than that which it supersedes. The difficulty becomes greatest in schools with an average attendance of more than 90 and less than 130, where the funds will not allow of the engagement of an assistant. In one or two schools thus situated the managers will have this year to incur the forfeiture of 10*l.*, not for negligence or from unwillingness to fulfil your Lordships' requirements, but from absolute inability to obtain a candidate for pupil-teachership.

Their attainments.

It seems that the provision in the new form of agreement, specifying one hour instead of one hour and a half per day

for the special instruction of the pupil-teachers, is interpreted very literally, and that there is a corresponding deterioration in their attainments. Even in technical work I have too often to complain of a lack of neatness and method; but the chief failures are in grammar and composition, and generally in those questions which require a little thinking to answer. The arithmetic may be accurately worked, but if a question is asked about the reason of a process, or the best way of applying it, the answer is seldom satisfactory. I know no remedy for this but more diligent and thoughtful training. The master or mistress should help them more and not leave them so much to themselves. At present too much of the work done by the pupil-teachers in their hours of special study consists of lessons set and worked, written out, or learned by heart, but not explained, or made the basis of intelligent analysis. When they learn a new subject, their attention should always be specially directed to the best methods of teaching that subject in a class, and to the reasons for teaching it. Moreover, they should receive at least once a week a question which requires to be carefully answered in writing, not in a tabular form, or by a list of names, but in the form of finished sentences and in the candidate's own words. Very few of the young people have sufficient practice in the art of expressing their own thoughts with clearness,—an accomplishment especially necessary for a teacher.

Their knowledge of Latin.

Latin is set down as an alternative subject with English grammar for the pupil-teachers from the first to the fifth year. Very few of the youths in my district have availed themselves of this provision, and I scarcely know of one who, having done so, has pleased me with his choice. If it were in the power of the masters to give to their apprentices systematic and scholarly lessons in the elements of Latin, the discipline would be very valuable, and would prove none the less effective as a means of teaching English because it is indirect. But such Latin grammar as is learned by pupil-teachers is generally limited to the very slender requirements of the broad-sheet; and if I ask the candidate to read what he has written, is apt to be grievously mispronounced. Knowledge of this sort as a poor substitute for that acquaintance with English grammar, and with the structure of English words and sentences, which, as a rule, the schoolmasters and mistresses are well qualified to give. The present curriculum for training colleges does not carry the student beyond the Latin accidence in the first year, and does not even permit the study of that language

to be pursued into the second year's course. So long as this arrangement lasts, it is unlikely that masters will possess sufficient knowledge of the subject to enable them to teach it with advantage to their pupil-teachers.

Their recitation.

The wise regulation of your Lordships which insists on the *memoriter* repetition of a prescribed portion of poetry or prose every year has already borne good fruit. But here also there is great room for improvement. It often happens that the pupil-teacher has just learned the passage well enough by the help of a little previous recapitulation to get through it without a mistake, but not well enough to repeat it with ease or intelligence. I often find on inquiry that nothing is known of the work from which the extract is taken, of the scope or bearing of the whole passage, or even of the meaning of its principal words and allusions. Teachers should remember that candidates who are thus prepared contrive to miss all the advantages which memory work of this kind is designed to give. A lesson so learned is soon forgotten; it has done little or nothing to strengthen the faculty of remembering, and it leaves no residuum in the shape of general culture or refinement. The only conditions under which this exercise can serve its proper purpose are these:—The passage should be selected rather with reference to the beauty of its form as a specimen of English than on account of the information which it contains. It should be investigated thoroughly so that its whole meaning shall be understood. It should be read in its proper connexion with the whole poem or essay of which it forms a part. It should be repeated often as a lesson in elocution, so that every syllable shall be distinctly enunciated, and every shade of meaning duly expressed. Finally, it should be committed to memory so perfectly that no effort shall be required to recall the words, but that the whole force of the mind shall be at liberty to exert itself on the sense and the expression. A choice passage so learned will abide in the memory for life, and will serve as an excellent type or standard of what good reading means.

Their teaching.

On the whole I have reason to speak with high praise of the behaviour of the pupil-teachers, of their obedience and willingness, and of their usefulness in their special work as assistants in the schools. They generally distinguish themselves more in their mode of handling a class than in the examination room. I may mention here that the plan of shifting the pupil-teachers about from class to class every month is not a good one, and does not cultivate in them a sufficient sense of responsibility. It greatly aids

me in forming an estimate of the apprentice's teaching power to learn that he has been for six months in the sole charge of a given class, and that its successes or failures in the examination may fairly be attributed to him.

Pecuniary results of the New Code.

I find that within the year your Lordships have made grants to the amount of 7,726*l.* 15*l.* 3*d.* to the schools which I have inspected; and that this sum represents rather more than 35 per cent. of their total income. I have no means of comparing this amount with that which would have been obtained under the Old Code; but I have satisfied myself that the loss has been met either by a reduction of expenditure, or by raising school-fees, but *not by an increase of voluntary contributions.* According to the managers' returns the pence of the children have amounted to 9,364*l.* 14*s.*, or rather more than 43 per cent. of the income; while the voluntary contributions are returned at 3,092*l.* 15*s.* 7*d.*, and other resources, including endowments, at 1,329*l.* 11*s.* 6*d.*, so that the total sum contributed in any form by the class which manages the schools scarcely amounts to 21 per cent. of the cost of maintaining them. After all the terror which was excited two years ago, managers are agreeably surprised to find that if their school is fairly taught, it is easy for them to obtain from your Lordships a grant of from 9*s.* to 10*s.* per head for the children in average attendance, and they almost invariably express satisfaction at the change in the mode of payment. Moreover the new *régime* has brought with it one incidental advantage of great importance. It enables the supporters of a school to gauge its usefulness and its progress from year to year. Under the Old Code they received the same grant annually so long as they maintained the same staff. Now, if a committee receives 70*l.* one year and 75*l.* the next, they know that one of three things has happened:—there have been more scholars in the school, or they have attended more regularly, or they have been better taught. And this is precisely the standard of measurement which men of business, who are necessarily precluded from any intimate knowledge of the working of the school, are especially ready to appreciate.

The rule which requires the specification in Col. VI. of the Examination Schedule of the occupation of all parents who do not obtain their living by manual labour is a new one, and is not yet thoroughly understood. In the majority of cases I have remarked on the part of managers a conscientious desire to conform both to the spirit and to the letter of the regulation. But I am sorry to say that there

are some exceptions, and that gentlemen occasionally affix their signatures to the list without taking the pains to inquire whether it contains the names of any children in whose behalf they have no right to claim a grant. It is especially unfair to leave the matter to the teacher, who often receives a portion of the grant as part of his own salary, and who is thus obliged to inflict upon himself a forfeiture of eight or ten shillings for every entry which he makes. I know how difficult it is for the members of a committee to obtain that knowledge of the circumstances of the parents which is needed in order to enable them to make all the required entries, but the responsibility belongs to them, and cannot in justice be relegated to the teacher. The proper time for confronting the difficulty is at the child's admission to the school. The question should then be settled once for all whether he belongs to the class for whose benefit the grant was intended, or whether his parents can reasonably be asked to indemnify the managers for its loss by paying 8*d.* or 9*d.* per week as the full cost of his education. He should then be registered and charged accordingly.

Half-time schools.

The West Riding contains a great number of schools in which the provisions of the Factory Act are carried out, and some of these half-time schools are among the most successful and hopeful in the district. In these schools nothing is attempted beyond the elements of knowledge, but I am often struck with the care and exactness of the work, and the intelligence with which it is done. This may easily be accounted for. The average age of the children is greater than in ordinary day schools, their notions of the seriousness and importance of school work are higher, and, what is more, the habits of orderliness and punctuality which the system compels go far to compensate for the limitation of the hours of study. Other advantages have arisen out of the Factory Act which were probably not contemplated by its framers. It has brought the employers of labour into closer personal relation to their "hands," and has made them interested in the establishment and maintenance of good schools. Among the great millowners of the West Riding there are many who on the day of inspection watch the proceedings with the keenest interest, and evince pleasure at the progress of the little ones, and at all the success and honour which the school can win. Much of this, as they themselves tell me, is owing to the educational clauses of the Factory Act. At first they were accepted reluctantly, and the manufac-

turers felt it a grievance to be compelled to concern themselves with education. Now, however, they have become proud of their schools, and admit cheerfully that the Act has proved a great safeguard and blessing to the whole population, inspiring the children of the new generation with higher aims, rendering them more accessible to Christian, literary, and all other ennobling influences, and improving their self-respect, and their value in the market of the world.

I should not have repeated these truisms here if I had not desired to add, on the other hand, a protest against the extravagant claims which are sometimes made for the half-time system. That, *relatively* to the time spent at school, factory workers often learn more than children in day schools may be readily admitted; but that they learn absolutely more, or nearly as much, is, I think, a mischievous fallacy, one at least which is daily confuted in my experience. If children under 13 years of age must work for their living, the evil is reduced to a minimum when they go to school three hours a day. But that is no reason for shortening the school hours of children who are happily exempt from the necessity of manual labour. Those hours are certainly not excessive. It seems to be the opinion of some philanthropists that five hours at school per day, for five days a week, is too much for a healthy child, and that in ordinary full-time schools there is a constant strain on the faculty of intellectual attention which defeats its own purpose. I believe the evil to be wholly imaginary. In a bad school there is not work enough to keep children out of mischief; and in a good or even a moderate school the lessons are pleasantly varied throughout the day. There is reading for half an hour, then a few sums to be worked, then ten minutes' drill or a run in the playground, then an oral lesson, followed by writing from dictation, and a little singing at the morning's close. The truth is, that while I see all sorts of faults in schools—disorder, want of method, aimlessness and inaccuracy in teaching, there is one evil of which I can detect no evidence, and that is, the "brain labour," the "cramming," or diseased mental activity, which is supposed by some to be the chief characteristic of elementary schools under the present system. On the contrary, it is in schools in which the knowledge is most advanced and accurate that I see the strongest signs of health and activity, and the greatest joyousness and zest in the school work.

The few night schools which my district contains are Night schools.

very efficient. Those of Mr. W. E. Forster, M.P., at Birley, Messrs. Briggs, of Whitwood Colliery, and of the Wesleyans at Batley, struck me as being specially useful and full of spirit. At each of them I spent an evening, and had an opportunity of observing the serious and resolute way in which the young men set about their work I have reason to hope that the number of such schools will increase, as I have heard of several promising experiments in this direction within the last few months. It is not yet generally known that your Lordships have so modified the operation of Art. 46, as to allow a grant in behalf of a night-scholar, who is examined a second year in the same standard. The concession is a very important one, and will be welcomed as a boon by the teachers of night-schools. The regulation in Art. 46, forbidding the re-examination of a child in the same standard as in the previous year is wise and necessary for a day school, in which every scholar must have attended 200 times within the year. But it was found very hard for a neglected youth, who had just contrived to do the work of the third standard one year, to qualify himself for passing the fourth, by 24 evening attendances of an hour and a half each. Indeed, the machinery of the six standards proved a little too rigid to be exactly adapted to night schools. If, after a scholar has passed an examination under a given standard, the inspector is at liberty to pass him next year, on testing him in any way which appears fairly to correspond with the opportunities which he has enjoyed, the spirit of your Lordships' regulations will not in any way be violated.

The log book.

The usefulness of the log book is becoming daily more apparent to me, and I think the teachers who protested most strongly at first are beginning to recognize its value. Many entries which seem trivial at the moment are found to acquire importance afterwards, and the habit of recording every fact in the history of a school is found indirectly helpful in begetting closer attention to the details of daily work. As some teachers appear still to be in doubt as to the kind of entries which should be made, I may mention that besides the facts indicated in Art. 57 of the Revised Code, it will be well to record,—(1), the number of new scholars admitted each week ; (2), summary of the quarterly statistics of attendance ; (3), changes of duty among assistants or pupil-teachers ; (4), the introduction of any new book or piece of apparatus into the school ; (5), results of all periodical examinations, *e.g.*, number of children promoted from one class to another ; (6), commencement of any new

course of lessons; (7), the title of all collective lessons, and the class or group of classes to whom they are given; (8), illness, absence, or misconduct of pupil-teachers; (9), visits of managers or friends; (10), feast, fair, or other public event which affects the attendance; (11), any special fact about the discipline, or new experiment in the management or instruction of the school.

I may add that, especially in isolated and remote places, I find teachers and managers strangely ignorant of recent regulations and of what is going on in other schools. Questions are often asked, which have been answered by anticipation, over and over again in these General Reports. It seems not unreasonable to expect that when managers receive their annual grant from your Lordships, they should invest a small fraction of it in the purchase of the annual volume of Minutes, which would then become accessible to the teachers and available for permanent reference. In this way a great deal of needless correspondence might be saved. Moreover the teachers would thus be placed *en rapport* with the work which is being done by their professional brethren, and with the suggestions and experiments which are being publicly made with a view to its improvement.

I have the honour to be, &c.

J. G. FITCH.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Years* 1863 *and* 1864, *by Her Majesty's Inspector* J. D. MORELL, Esq., LL.D., *on the* BRITISH, *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* LANCASTER, SURREY, KENT, SUSSEX, OXON, BUCKS, *and* BERKS.

MY LORDS,

THE work in which I have been engaged during the past year has been unusually varied. In the early part of the summer I was removed from the north-western district, in which I had laboured for above 16 years, to the counties lying immediately south and west of London. [For this removal, which I desired on various grounds, I have now to express my thanks to the Lord President.]

The facts and circumstances coming under my own observation have accordingly been in many respects of a different character from those of former years. This difference has arisen from two causes,—first, the change in the districts, and secondly, the alteration of the general process of inspection under the new system of grants.

In former years my daily occupations led me to traverse a large surface of country comprising regions of the most varied character. One month, perhaps, I was wandering through the stone-built villages of Yorkshire, the next I was traversing the mountains of Westmoreland and Cumberland, the third month, very likely, found me penetrating amongst the slate quarries of North Wales, where scarcely a sentence of English is ever heard; and then for several months together I was at work day by day amongst the cotton operatives of Lancashire.

Year after year has passed away amidst the varied monotony of this wandering mode of life, and now I find myself once more *a metropolitan*, commencing what is to me a new series of operations, in a wholly different country and amongst a different kind of population.

Many a contrast has been drawn between "North and "South," and many a mark of superiority claimed by one over the other. The northern population has been supposed to possess more force of intellect, the southern more suavity of manners. No doubt there is a certain basis of fact on which to ground such an opinion, but to judge by my own experience, it is a basis which crumbles away the more you go back from manhood to infancy. In the children of the north and the children of the south, I must say, I have failed to discover any psychological difference whatever.

As these children grow up, however, *circumstances* begin to tell upon them. In the north the great mass of the juvenile population are early drafted off into the stimulating atmosphere of manufacturing life. There they not only come in contact with all the wonders of modern machinery, but also with the notions, opinions, and discussions which always prevail amongst large masses and combinations of skilled workmen, and which form in themselves a certain school for mental development. In the south, most of the children on leaving school become occupied in the domestic trades of the towns, or sink down into the bucolic repose of the agricultural villages, neither mode of life being especially favourable to intellectual development. Then at length appears the difference above referred to, then comes to view the mental activity of the one class, the comparatively feebler and gentler tone of the other. So far as the children we see in the schools live in contact with parents of a superior mental calibre, they naturally show some corresponding marks of intellectual awakenment themselves; but the only difference worth mentioning between one school boy and another, in whatever part of the kingdom, arises, as far as I can judge, from the different teaching to which he is subjected, respectively, in a good, a bad, or an indifferent school. This is, strictly speaking, the net result to which my own experience in the most opposite and most distinctive parts of the country has led.

It is not merely, however, or mainly in respect to the geographical and social character of the two districts, that the experiences of the past year have shown a very marked variation upon those of former times, but in the general spirit and process of inspection itself.

Formerly, the experiences of almost every day were more or less of the following description:—In the morning I was taking my way betimes to some busy manufacturing locality, or some village among the mountains and moors, as the case might be, where a school was to be inspected. Most of such schools had come into existence under the wholesome impulse applied by the Minutes of 1846. The managers uniformly looked upon the Government representative as a helper and a friend, and the teachers on their part, trained mostly under the system initiated by the same educational movements, felt that they owed a large portion of their *past* education, their *present* prosperity and their *future* prospects to that source. The day of inspection was accordingly the most important day in the school year,

and the *process* of inspection corresponded closely to the relationship above expressed. The premises were examined, the school books and apparatus were talked over, the plans and methods of the school were discussed, the financial prospects were disclosed, and then the scholars were examined. The examination took the form, for the most part, of a free inspection into the average efficiency displayed by each class in all the subjects of instruction. The style of reading and writing was observed throughout, the average accuracy of the scholars in working sums noted down, and their knowledge of grammar, geography, English history, &c., pretty carefully tested. The *spirit* of the teaching was also taken into account. The master or mistress generally gave a lesson which tested their analytic powers, and the pupil-teachers each took their turn at questioning before the gallery. This done, the examination came to a close with school singing, or the exhibition of any other special accomplishment in which the scholars had been instructed.

Under the present regulations the process of a day's inspection is almost entirely changed. Formerly, as is seen from the above description, we were occupied chiefly in examining *processes;* now we are occupied almost entirely in testing *results.* The chief burden of the day's work has to be directed to those particular scholars who have attended 200 times or more in the past year, and for whom a capitation grant can be claimed. Each one of these has to be classed in a given standard, and to go through the requirements proper to it. Each one, from the highest to the lowest, has to show his power of writing and spelling. Each one to work so many sums, and each one to read a portion selected for him ; the *results* in every case being at the same time carefully marked down. The ordinary routine of the school is necessarily arrested while these results are being gathered up, and little more can be generally accomplished in the time allotted, beyond what is requisite for securing with perfect accuracy the necessary returns.

The effects of this change in the mode of inspection upon the schools themselves become now daily more apparent. During the 17 years that I have been in the constant habit of inspecting schools of all classes, I have never seen so many in which the writing and the dictation are even and accurate, in which elementary arithmetic is correctly performed, and in which the power of fluent reading is general throughout a large portion of the scholars. As the examination turns on these points and the amount of the grant

is regulated by the progress which the school shows in them, the first aim of every teacher is to secure success *here*, and the greater portion *do* secure it. There can be no doubt whatever that the reading, writing, arithmetic, and spelling of our primary inspected schools, are now more perfect than they have ever been since such schools were in existence amongst us.

There are, however, two sides to this as to every other question. While the great aim in every school is to secure success in the subjects above referred to, it has not as yet appeared by any means easy (not to say possible) to keep up the same amount of intellectual and analytic teaching, or to convey the same amount of information as was formerly done in geography, grammar, and English history. I have often taken occasion to dip down into these subjects during some part of the examination, and *always* with the same result. The grammar and geography lessons are not *abandoned*, but they are curtailed, they are in fact quite thrown into the shade in favour of the more *profitable* parts of the school routine; the intellectual tone of the schools has in this way become altogether changed. The effort to train the *thinking* powers has to a large extent been abandoned, and the amount of actual information conveyed has greatly decreased. In place of this, we have better readers, writers, spellers, and arithmeticians. The final balance of gain or loss will, of course, be differently struck, according to the estimate we form of the relative value of the two elements involved.

I will turn now to the *teaching power* in the schools, and make a few observations on its present condition in the country, so far, that is, as my own observation is concerned. There can be no doubt but that the first 10 or 15 years after the issue of the Minutes of 1846 were years of great educational enthusiasm. In proportion to the previous neglect, was the determination to make good the deficiency, and all the parties concerned worked unitedly to this end. This enthusiasm has undoubtedly in great measure died away. The difference in this respect is daily perceptible to those whose life takes them amongst teachers, pupil-teachers, and school managers; it is perhaps natural that it should be so, for enthusiasms are in their nature evanescent, and cannot be kept up even by the very means which first produced them. The teachers, for the present, have to some extent "lost heart;" they work indeed for the most part with exemplary diligence, but do not look upon their position with the same brightness and hope that

they did some few years ago. Some of the elder and more successful ones have during the last year or two resigned their places, and either commenced private establishments, or been drafted off into other employments. The same change is visible amongst the pupil-teachers and scholars in reference to primary instruction viewed as a profession. A larger relative proportion of the former give up teaching at the expiration of their term of indenture, and it is found in many schools extremely difficult to find scholars willing to supply their place; hence the teaching power of the schools is considerably diminished. The number of pupil-teachers in relation to that of scholars, has become, indeed, in my late district nearly one half less than it used to be some few years ago.

These no doubt are passing phases of the educational phenomena of the country, consequent partly upon the natural decay of enthusiasm, and partly upon the sudden change which has taken place in the government system of school grants. No doubt things will gradually find their natural level, and the work of national education will then go on as a daily duty less affected by the ebb and flow of popular sentiments.

I have now in conclusion only to give a few simple statistics in reference to the schools inspected by me during the past year. With regard to their numbers, I have visited 35 schools for boys only, 29 for girls only, 79 mixed schools, 32 infant, and 15 night schools; making a total of 190. In these schools there were present at inspection 27,641 children, of whom 16,492 were males, and 11,149 females. Of the 27,641 present at inspection 17,112 had to be individually examined in reading, writing, and arithmetic, having fulfilled the condition in regard to the 200 attendances.

Each child after examination must have three marks attached to its name, according as it passes or not in the three above-mentioned subjects. The total number of *passes* made in the year have been 44,796; had the whole number of children examined passed in all three subjects, they would have amounted to 51,336. There have been accordingly 6,540 failures, or about one in eight. By far the largest number of failures have been in arithmetic; those in writing from dictation and in reading very nearly balance each other.

With regard to the funds by which our primary schools are supported, a considerable variation has taken place in the relative amount derived from the three main sources,

viz., school fees, voluntary contributions, and government grants. I remember observing some eight or nine years ago that the amount derived from each of these sources was pretty nearly alike; my summary of the present year shows a very different relationship. The government grants in the schools which I have inspected are now the *least* of the three; the voluntary contributions are rather more than double the government grants; and the school fees are about double the voluntary contributions. It is evident from this that the tendency has been for schools to become more self-supporting than they formerly were. In the schools inspected by myself a good deal more than one half of the annual expenditure is defrayed by those who are enjoying on behalf of their children the benefit of the institutions. This I regard as one of the most pleasing and hopeful signs of the progress of popular education throughout the country.

I have the honour to be, &c.

J. D. MORELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector*, HORACE WADDINGTON, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* CORNWALL, DEVON, DORSET, HANTS, SOMERSET, *and* WILTS.

MY LORDS, Clifton, January 1865.

IN the summer of 1863, upon my nomination as one of Her Majesty's inspectors of schools, I was temporarily employed during one month in North Wales assisting Her Majesty's inspector, Mr. Scoltock. I then entered on the charge of the district assigned me by your Lordships, comprising the five south-western counties of England and the county of Hants.

Extent of the district.

Previous to my appointment I had served during three years as an examiner in the Education Department; the experience there gained, both in practical knowledge of the working of the Central Office and in systematic and methodical arrangement of my own work, has proved of very great service to me.

I have now the honour to lay before your Lordships my report for the year ending August 31, 1864, on the six counties above referred to.

Acreage and population.

The acreage and population of these counties, as shown by the census of 1861, was as follows:—

TABLE I.

County.	Acreage.	Population in 1861.
Cornwall - - -	889,263	364,848
Devon - - - -	1,627,879	589,385
Somerset - - - -	1,083,282	463,261
Dorset - - - -	615,783	182,193
Hants - - - -	1,061,608	456,654
Wilts - - - -	777,453	236,027
Total - - -	6,055,268	2,292,368

Hence it will be seen that a population of little more than 2¼ millions is here scattered over an acreage of more than 6 millions, thus allowing only one person to 2·641, or about 2⅔ acres. Owing to this wide extent of district, with sparse population, the amount of travelling entailed is very considerable; during the year my official journeys covered 6,073 miles, and occupied a good deal of time, especially as in Cornwall and Devon a large part of the travelling must be accomplished on horseback or by gig over the roughest and most ill-kept of lanes.

Amount of travelling.

Before commencing the work of inspection, I studied the list of "dates" for school inspection in the district. In consequence of the re-arrangement of districts under the Revised Code, and the extreme importance, under that Code, of visiting each school in the month assigned for its inspection, it was evident that an extensive change of dates would be requisite. A new scheme of dates was accordingly submitted by me to your Lordships; and I have been enabled, by careful pre-arrangement, to visit *each* annual grant school referred to me during the year, without exception, within the limits of the month officially fixed for its inspection. Changes of date.

The physical and industrial characteristics of the district are exceedingly varied: on the wild moors and along the numerous estuaries of Cornwall and west Devon will be found a population of miners and fishermen; round the great centre of "the Three Towns"* an immense mass of dock-labourers and artizans is collected; at Portsmouth this is again the case, while the Isle of Portland is peopled by quarrymen. Within a radius of some 15 miles round Trowbridge lies an important group of schools attended by the children of factory operatives employed in cloth mills, while Dorset and the greater part of Wilts and Hampshire are almost entirely agricultural. In consequence of this marked variety, the difficulty of forming a thoroughly fair judgment of the merits of a teacher in any given school is materially increased, and the inspector's opinion must be very greatly modified by a due consideration of the district in which a teacher is at work. Physical and industrial characteristics.

Annual Grant Schools.

The number of separate annual grant schools under Government inspection in my district on 31st August 1863 was 107, containing 148 departments. During the ensuing year one school (Teignmouth Wesleyan) was found to be closed, and one school (Rilla Mill Wesleyan) was temporarily withdrawn from the annual grant list, owing to the want of a certificated teacher. Ten schools were, on the other hand, added to the list, viz.:— Number of schools on list.

New schools.

School.	County.	School.	County.
Redruth British - -	Cornwall.	Weymouth British -	Dorset.
Redruth Wesleyan -	,,	Westbury British, Girls	Wilts.
Delabole British -	,,	Dilton's Marsh British	,,
Bovey Tracey Free Church	Devon.	Gosport Royal British	Hants.
Yatton British - -	Somerset.	Brading British -	,,

* Plymouth, Stonehouse, and Devonport.

Number actually inspected.

Hence, 107 — 2 + 10 = 115 separate schools as the total number under inspection, with a view to annual grants, on 31st August 1864. The number, however, of annual grant schools actually inspected within the year then ending was only 110, as five of the new schools had not yet received any visit prior to the above date, the month fixed for visiting them having not yet come round since the respective applications for inspection had been made. Two schools (Street and Walton British and Weston-super-Mare British) received, exceptionally, two visits each within the year, owing to arrangements connected with change of school date.

Average attendance.

The total average attendance in the 110 schools referred to was 14,639; the total number present at inspection, 17,453. The table below* gives a summary of these and other particulars for the six counties separately, In Appendix A. will be found a series of six tables giving a list, *nominatim*, of the annual-grant schools inspected in each county, with corresponding statistical information for each of the schools separately.

General statistics.

TABLE II.

I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.
County.	No. of Schools.	No. of Departments.	Average attendance during previous year.	Number present at Examination.	Number presented on the Examination Schedules as fulfilling Articles 40–47.	Absent, or dismissed for Copying.	Passed *for payment*, without Examination.	Actually examined (not counting those dismissed for Copying).	Per-centage of Passes *for payment* on Examination.
Cornwall -	22	33	2,896	3,412	2,703	225	376	2,094	82·99
Devon -	24	39	5,106	5,429	4,569	413	873	3,216	83·27
Somerset -	24	30	2,438	2,885	2,160	177	517	1,458	78·12
Dorset -	11	14	1,341	1,734	1,383	125	281	979	86·24
Wilts -	16	19	1,407	1,786	1,332	119	249	965	81·38
Hants -	13	17	1,451	1,661	1,237	98	219	920	81·05
Total	110	152	14,639	16,907	13,384	1,157	2,515	9,632	82·32

* This table and those in Appendix A. are deduced from the schedules of your Lordship's decisions, from my separate Reports (on Forms X.), and from my own memoranda. Columns I. to V. inclusive refer to the 110 schools above-mentioned; the remaining columns only include 107 of the schools, information being defective in the other three.

It will be seen from this table and the table in Appendix A. that—

(*a.*) Taking an average throughout the district, each department has an "average attendance" of 96·3.

(*b.*) The proportion of those present at examination to the average attendance is, roughly, as 59 to 50; in other words, there are usually present at inspection nearly one-fifth more than those in average attendance. This proportion must be borne in mind by an inspector if a school-room should look somewhat closely packed on the day of his visit. Number present at inspection.

(*c.*) The proportion of those qualified by attendance for examination, or grants without examination (Arts. 40–47) is 92·7 *per cent.* of the average attendance. Number qualified for examination.

(*d.*) The number *actually examined,* not counting those dismissed for copying, is 66·7 per cent. of the average attendance, while the number of passes *for payment* on examination is 82·3 per cent. of those actually examined, or 54·8 per cent. of the average attendance. Number actually examined.

Thus, in a school with an average attendance of 100, the number present at inspection might be expected to be 118, while 92 or 93 would be qualified for grants so far as attendance goes, and 55 of these would receive the payment on examination.

Column I. of the tables in Appendix A. shows that, out of the 110 schools, 67 are in connexion with the British and Foreign School Society; 27 are in connexion with the Wesleyan Society; and 16 are of various denominations, or without any special connexion. Various denominations.

Column III. of the same tables shows that adjacent schools have been as much as possible grouped for inspection in the same month, with a view to the collective examination of pupil-teachers, saving of travelling, and general convenience. Grouping.

Simple Inspection Schools.

On 31st August 1863 the names of 26 schools were on my official list for simple inspection, and there were in addition three *departments* of annual grant schools which would come under the same category. Of these, some were liable to inspection, through the reception of grants of public money in aid of buildings, or of books, &c.; others, merely from the invitation of the managers. *Five* out of the 29 schools have since applied for grants, and are accounted for in the annual grant tables. Out of the remaining 24, I was able to find time to offer visits to 17; only eight, how-

ever, were actually inspected, owing to various causes, as shown below:—

Number actually inspected.

TABLE III.

Visits offered to	My Notice of Visit was returned from the Dead Letter Office.	Schools closed.	Transferred to Clerical Inspection.	Inspection declined.	Now a Private Adventure School.	Actually visited
17	3	3	1	1	1	8

The eight schools visited were—Buckfastleigh British school; Kilkhampton Wesleyan school; Downton, *girls*, British school; Downton, *infants*, British school; St. Austell British school; Winscombe British school; Devonport Royal Naval and Military *infant* school; and Ryde British school.

The total number present at inspection in these eight cases was 556. No less than 153 were present in the school at St. Austell, supported chiefly through the liberality of Mr. Joshua Treffry, which is doing a useful and important work, and the Devonport infant school is one of the very best in my district; but there can be no doubt that, in the majority of cases, the want of a certificated teacher is shown by a standard of instruction and discipline very much below par.

TEACHERS AND PUPIL-TEACHERS.

Number of certificated teachers.

The number of certificated teachers whom I found employed in the district was 140, comprising 96 masters and 44 mistresses; of these, one master and one mistress held only provisional certificates, under Article 132 of the Revised Code. I feel assured that, as a body, they are both conscientious and painstaking; and of the general superiority of schools under their charge over schools under non-certificated teachers I cannot entertain the slightest doubt.

Question of their salary.

The question of salary under the New Code has been such as to cause much anxiety and difficulty both to managers and teachers. In many cases, owing to the cessation of the augmentation grants, it has been no easy task to provide at all an adequate remuneration for the certificated teacher, but in almost every case, whatever the amount of school income, large or small, contributed with ease by one or two wealthy patrons, or collected with difficulty from perhaps numerous but poor subscribers,—in almost every case a question has arisen as to the best mode of *con-*

stituting the teacher's salary. Where my advice has been asked, I have usually recommended that it should consist, for the main part, of a stated sum guaranteed by the committee or patron; yet in part also of a small fixed *proportion* of that part of your Lordships' grant which is obtainable by examination only. This arrangement has the advantage of giving the master a sufficient pecuniary stake in the success of his scholars, without on the other hand subjecting his income to an *excessive* fluctuation.

Assistants.

The number of assistant teachers (Article 91, Revised Code) was five; viz., two males and three females.

Number of pupil-teachers.

The number of pupil-teachers employed in the district, as shown by the schedules of your Lordships' decisions for the year ending 31st August 1864, was 244; the above number includes 44 candidates who were admitted during the year, and about 30 pupil-teachers whose service expired at Christmas 1863, but who were employed as apprentices at the time of my visits to their respective schools.

In addition, the names of 17 pupil-teachers were removed from the official register for various causes, such as illness, desertion of service, &c.

In consequence of the wide extent of the district, it was found requisite to hold as many as 19 collective examinations for pupil-teachers, no one of them being attended by more than 20 individuals, excepting the examination held at Plymouth. The number of pupil-teachers and candidates present was 266. In 1862–63 there were 347 present at the collective examinations held by Her Majesty's inspector, Mr. Laurie, for the same six counties. The decrease is but too marked, and I regret to say that complaints of the difficulty of meeting with candidates are very numerous.*

Decrease.

Articles 82 (b) and 85 (b).

The managers of one very important school in my district have complained of the situation in which they were placed by the combined effect of Articles 82 (*b*) and 85 (*b*), Revised Code: a pupil-teacher, by paying 3*l.* to the managers, may cause them, without fault of theirs, to forfeit 10*l.*

Buildings, Books, and Apparatus.

Amount of school accommodation.

The official tabulated returns show that the number of scholars for whom accommodation is provided, at eight

* This remark has also been made by Her Majesty's inspectors, Messrs. Bonner, Sharpe, Campbell, Meyrick, and Moncreiff. See blue book for 1863–46, pp. 62, 73, 94, 108, and 144.

square feet of superficial area per child, is 25,130, or *nearly double the number in average attendance:* indeed, the number on the school register was only 20,500; it is then evident that, as a whole, the amount of accommodation is ample. The buildings are also for the most part well lighted and drained, and supplied with proper offices; the ventilation is generally *fair*, but not so often thoroughly *good.* Walls might in many cases with advantage be more frequently whitewashed, and a separate porch or lobby for caps and cloaks is usually a desideratum; great confusion is caused where the sole accommodation consists of a few pegs on the walls of the main school-room, very often placed close round the teacher's desk and the book cupboards.

State of buildings.

Maps. Of maps and slates there is generally a good supply. Occasionally, however, I find the former are kept rolled up, or sometimes even put carefully away in a closet to save them from dust; this is a decided mistake; a good knowledge of geographical outline is often obtained by children too young for map drawing through daily familiarity with, and observation, half unconscious, of the maps displayed on the school-room wall.

Slates. In many schools *ruled* slates are used for the younger classes, under Standard I.; where this is the case, I almost invariably find that children form the habit of making large, regular, and well-formed letters.

Books. The careful selection of books, well graduated and well adapted to the several Standards of the Revised Code, is a subject of the utmost importance, yet one which is seldom thoroughly attended to; the reason is probably threefold.

Difficulty in obtaining a well-graduated series. (1.) A want of appreciation of its very important bearing on the style, creditable or otherwise, in which the examination will be passed. Teachers often appear to consider the matter a very trifling one, or, forgetting the careful wording of the table in Article 48, they imagine that reading may be heard out of one book, and dictation for the same Standard given from a different one.

(2.) In cases where the scholars purchase their own books, the difficulty of effecting a simultaneous change, throughout the school, from the books already in use under the Old Code.

(3.) The actual difficulty of meeting with a complete series, satisfactory under each of the Standards. Once and again have both managers and teachers applied to me to recommend a really good set of standard books; I have

been fain to confess my inability to do so. It is well known that not less than six or seven standard series have been lately published, some by societies, some by individuals, others again as a publisher's speculation: and a vast improvement they are on many of the old school reading books; yet I cannot think that any single series comes entirely up to the mark, and teachers' complaints are numerous. The set is too expensive, or, if cheap, so badly got up in paper and binding, as to last no time; it is too hard, or too childish. One series indulges in eccentricities of spelling and phraseology, though the stories in it are, by many, thought to be almost too humourous and amusing; another is so dry and scientific that no child can possibly read in it with the slightest interest. Such are the comments heard on every side. I must confess there seems to me to be one desideratum still in all, an accurate attention to the strictly worded requirements of Article 48 (Revised Code), and a most studious and careful graduation in reference to that Article. A series thus prepared would be a great boon; *en attendant,* the best that managers can do is to endeavour to select from the various published series the particular standard or standards in which each may excel.

Registers.

The registers were in very many instances marked too late to fulfil Article 41, sometimes *at the close of school time,* and in one case the mistress was actually in the habit of marking the register in *the evening,* from the recollection merely of herself and her pupil-teachers. Since fresh attention has been drawn to this point in the "supplementary rules," more strictness and regularity has been obtained. The registers are, moreover, generally kept for *sections* only. I have pointed out to teachers that it is now necessary to enter each *class* separately (though not necessarily in a separate book), as a guarantee for each child's being in the class stated on the examination schedule.

Log-books.

The log-book is in a few, very few cases, kept in such a way as to be a really valuable journal of a school's progress and history. More often, regular, but quite useless, entries are conscientiously made day by day. The teacher should remember that the proper subjects for entry are "the progress of classes, the value of methods, fluctuations of attendance, co-operation of parents, rates and modes of taking school fees, visits made and examinations held by managers. The master should keep his diary as if he were taking notes for a report of his school at the end of each year."

Discipline and Instruction.*

Discipline. Complete and thorough discipline is but too rare in the district; its importance can hardly be over-estimated, more especially on the day of examination under the Revised Code. On that day the practical value of good discipline is illustrated by the saving of time and annoyance to the inspector, who frequently, where discipline is defective, is obliged to pass half his time in the prevention of attempts at copying.

Copying. On this latter point one cannot well be too strict; the existence of this most baneful habit is tolerably distinctive evidence of a low state of moral tone. It is my invariable practice to address the scholars before commencing the examination, informing them that the slightest attempt at copying or gaining assistance would be inevitably followed by forfeiture of the pass mark in all three subjects, and this forfeiture has been strictly carried out in 79 cases during the year.

Instruction. Instruction in the three elementary subjects is on the whole up to the mark and well diffused. The total per-centage of passes on examination. per-centage of passes *on examination* in the district was 85·17 (as deduced from the official tabulated report), before the deduction of passes for those scholars who do not fulfil Article 4. The total per-centage in the British and Foreign, Wesleyan, and other denominational schools throughout England is 86·24, as deduced from the table on page 10 of the blue book for 1863-64.

Comparison of six counties in this respect. Comparing the six counties, it will be seen from Table II. (*suprà*), that they appear to stand in the following order of merit: First, *Dorset*, then *Devon, Cornwall, Wilts, Hants, Somerset;* the difference in the number of passes between Dorset and Somerset amounting to 8·12 per cent. It must however be remembered that the numbers there given (column X. of the table) are the per-centages of passes on examination *for payment;* it *may* be, therefore, that a larger per-centage is deducted as not fulfilling Article 4 in one county than in another, which would of course alter the proportion in the numbers given in the table. Whether such be the case I have not sufficient memoranda to ascertain from.

Considerations to modify the opinion formed from such per-centages.

Again, any judgment formed from such per-centages must be modified to a very great extent by a consideration of the proportion presented under the various standards.

* The true meaning and scope of discipline has been most ably treated of by Her Majesty's inspector Mr. Alderson, in his Report for 1853 (pp. 179-181 of the blue book for that year), to which the reader is referred.

Taking the whole district, the numbers *nominally* presented, including absentees, in each Standard were as follows:— Proportion presented under each standard.

TABLE IV.

Standard.	Number presented.	Per-centage.
I.	3,697	34·63
II.	2,590	24·26
III.	2,143	20·07
IV.	1,532	14·35
V.	445	4·16
VI.	267	2·5

The number presented in Standards V. and VI. taken together thus amounts to little more than 6½ per cent., and this proportion, small as it is, would be considerably less but for the exceptional number presented in these standards at the Plymouth Public Free School (boy's department), where 31 were presented in Standard V., and 111 in Standard VI., the latter Standard alone comprising no less than 22 and a fraction per cent. of the total numbers presented in that department. Plymouth Public Free School, boys.

Although the total proportion of passes, and consequently of failures, in this district so very nearly agrees (as shown above) with the average proportion of passes and failures in similar schools throughout England, yet if the three elementary subjects be separately considered a marked difference will be perceived in the respective proportions:— Proportion of failures in reading, writing, and arithmetic respectively.

TABLE V.

—	In this District. Per-centage.	In the "British" Districts generally. Per-centage.
Failed in reading - - -	7·85	10·30
„ writing - - -	11·41	12·16
„ arithmetic - - -	25·19	18·78

The failures in arithmetic are thus, in my own experience, more than *twice* as numerous as those in writing, and more than *thrice* as numerous as those in reading. Even generally, however, through the country, arithmetic is far weaker than either of the other subjects, while reading holds the highest place. It is among the girls in particular that this is markedly the case, their idea of number being weaker than Arithmetic a weak point, especially in girls' schools.

it is amongst boys, whilst in fluency, expression, and good articulation their reading is usually very superior.

Needlework and cutting-out.

Needlework is not so generally good as might be wished, whilst cutting out is very rarely taught, generally on the plea of not "spoiling material;" but this danger can be easily obviated by using old newspapers for the purpose of teaching beginners.

Grammar, geography, &c.

Grammar, geography, history, and other subjects are now, as might be expected, comparatively neglected for the more "profitable" elementary R's, nor has the inspector time to lay great stress upon them.

Impossibility of properly supplementing examination by inspection where there is no assistant.

Managers have on numerous occasions remarked to me on the searching and effective nature of the new method of examination in the subjects it is applied to. It is a pity that in most cases lack of time prevents this from being supplemented by a more general inspection and examination, such as took place under the Old Code, with a view to testing the development of intelligence and power of thought among the scholars; but where, as in this district, there is no assistant, the mere work of individual examination (added to the necessary inspection of premises, registers, apparatus, &c.) fully taxes the attention of the inspector, and occupies the whole time at his disposal.

Excellent methods in use at Barnstaple Wesleyan School.

Before concluding the subject of instruction, I cannot forbear to call special attention to the extreme value of "home lessons" for the scholars, and of "monthly examinations" of the whole school, as if by an inspector, to be held by the teacher. This is exemplified in the highest degree in the Barnstaple Wesleyan Mixed School, under Mr. James Dalton, who, though quite a young man, may deservedly be mentioned as one of the very best and most talented, as well as conscientious, teachers whom I have met with. He has, at my request, furnished the particulars of methods adopted by him in that school, which will be found embodied in Appendix B.; their practical value is borne witness to by the results. In November 1864 (it being the *first* examination of his school under the Revised Code) he presented, nominally, 163 boys and girls for examination, as follows: 35 in Standard I., 37 in Standard II., 23 in Standard III., 13 in Standard IV., 30 in Standard V., and 25 in Standard VI. The total number of failures throughout the school was only $\frac{1}{11}$, or about $2\frac{1}{3}$ per cent.

Specimens of best schools in the district.

Without making any invidious distinctions, I may call attention to the subjoined as specimens of really the very best schools in the district.

Of Boys' Schools.

Plymouth, Public Free School, under Mr. Jago.
Tavistock, Boys', British School, under Mr. Marshall.
Bridport, General, Boys' School, under Mr. Beard.
Bedminster, Boys', British School, under Mr. Meggs.

Of Mixed Schools under a Master.

Barnstaple, Wesleyan, Mixed School, under Mr. Dalton.
Penzance, Wesleyan, Mixed School, under Mr. Bettany.
Lullington, British School, under Mr. Haysman.
Furrough Cross, Free Church School, under Mr. Saville.
Basingstoke, British School, under Mr. Gage.

Of Girls' Schools.

Truro, British, Girls' School, under Miss Morcomb.

Of Infant Schools.

Plymouth, Public Free School, under Miss Tucker.
St. Ives, Wesleyan, Infant School, under Mrs. Marshman.
Southmolton, Infant, British School, Miss Higgins.
Devonport, Royal Naval and Military Free Infant School, under Mrs. Smith.

The last-mentioned school was under a non-certificated teacher, and consequently a case for simple inspection only, but a most admirable infant school.

Miscellaneous Remarks.

Value, yet difficulty of procuring, newspaper reading for Standard VI.

I have generally made use of a newspaper as the test for reading and writing (dictation) in Standard VI.; it is, however, much to be regretted that a careful selection of paragraphs from the daily papers and short articles from literary periodicals has not been published in a compendious form. Teachers complain, not without truth, that they cannot furnish newspapers to a whole class; while if a single copy be handed round, all except the reader are unoccupied. There can be no doubt of the value of the paper as a reading-book; it introduces a pupil to so many phrases and words which he will hardly meet with in books, yet which are commonly quoted, and often of general use in conversation.

Expediency of introducing a seventh or higher standard.

It has been suggested to me by a teacher that many of his profession, employed in first-rate and well-attended town schools, would hail with gladness the introduction of a seventh and higher standard; in one department, on my second visit of inspection, some 50 or 60 boys *still in the school* could not be examined solely because they had passed the sixth Standard in the previous year.

Night-schools; difficulty as to their inspection.

There is a very decided difficulty, which has already been commented on by several inspectors, and remarked by your Lordships, in connexion with the examination of evening

scholars. In some cases I have been able, at much personal inconvenience, to give a separate evening inspection; but in others, managers have incurred considerable loss through the absence of evening scholars from the day-school examination. The night schools under my inspection are so widely scattered that it has been impracticable to gather the adults from several schools at occasional collective examinations specially held, a plan which might be adopted with success in large towns.*

Infant-schools; age of entering and quitting them.

In very many *infant* schools a tendency exists to retain children in them beyond the age of seven years, although there may be a mixed "juvenile" school, or separate boys' and girls' schools, in connexion with the institution. In such cases managers should insist on a quarterly draft of all children who have reached the age of seven in the preceding three months into the upper school, which is certainly the proper place for them after Standard I. has been passed. On the other hand, infants are frequently admitted at so early an age that, far from being able to learn aught themselves, they require, each of them, an older child to be exclusively devoted to the charge of keeping them quiet. To admit children thus, *as is often the case, at* 15 *months old*, is to turn the school into a "*Créche*" or Babies' Home. The universal excuse is, of course, that an elder sister's attendance depends on the infant's admission also; that the parents say "you must take all, or none," a procedure which would probably in many cases be abandoned by the parent, if found ineffective; but even if the result be that "elder sister" does *not* come, surely the good of the whole is preferable to that of the few; and two years old may, I think, be fairly laid down as the very earliest age for admission.

Infants often admitted at 15 months old.

Article 52 (*a*).

In reference to Article 52 (*a.*) I may mention that one or more tenths were deducted, under that article, in 18 departments during the year.

Equitableness of deductions under Article 4.

The general per-centage of passes on examination deducted under Article 4, has been 4·37. There cannot be any question whatever of the thorough fairness of the regulation which excludes from all participation in public grants those scholars who do not fulfil the conditions of the article referred to. In most instances the object of my official inquiry, in doubtful cases, into the means and condition of parents has been rightly understood, and every facility offered me for obtaining the requisite information. I have

* Since the above paragraph was written, your Lordships' Minute of February 8th, 1865, has been issued, providing for the examination of evening scholars without the presence of the Inspector.

pointed out to managers the propriety of increasing the fees for such scholars, in accordance with the recommendation of the Royal Commissioners. This plan has been adopted with perfect success at Brixham British School, where the master writes "several boys who were removed in con- " sequence of their parents refusing to pay the increased " fee, although able to do it, have now returned."

School fees should be increased in such cases.

There is one point in the Revised Code which certainly appears to bear hardly on managers; I refer to the necessity of attendance of all examinees on *the one given day* in order to secure that portion of the public grant. A stormy day, or a fair in the town, may thus entail very serious loss on the committee or the teacher; but such cases may seem irremediable; there is, however, one cause of absence which is still more serious, that is, *illness*, especially when epidemic. Instances in point are numerous; suffice it to quote one case, that of Tavistock Boys' British school, where, in October 1863, out of 182 nominally presented, 39 boys, or more than 21 per cent., were absent, the cause being epidemic scarlet fever. This school suffered almost equally severely in October 1864, from the same cause. The *average* number in this district of absentees on the examination day was just 10 *per cent.* of those who *should* have been examined. I venture to suggest that a list of those absent *from illness*, at any rate, duly signed by a medical man, might be affixed to the examination schedule which is handed to Her Majesty's inspector at his visit; and that for those entered on the list a proportionate quasi-examination grant might be allowed. Thus, suppose that 30 boys are actually examined, of whom 24, or $\frac{4}{5}$, pass, while 10 others are absent from illness, I would propose that in such a case the examination grant should be paid on $\frac{4}{5}$, *i.e.* 8 of the absentees. Would not some such arrangement be an equitable mode of preventing what is often certainly an undeserved hardship on the school, without at the same time offering, as it were, any premium on absenteeism?

Large proportion of absentees on examination day.

A hardship on the managers.

Suggestion as to remedy.

I have the honour to be, &c.

HORACE WADDINGTON.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix A.

Comprising Statistical Tables for each of the annual-grant schools inspected by Her Majesty's Inspector, Mr. Waddington, in the South-western British District. Each Table comprises a county.

Note.—It must be carefully borne in mind that the per-centages in Column X. of these Tables are per-centages of the number *passed for payment* on examination; they cannot, therefore, be considered as giving the relative state of instruction in each school, unless the following considerations be also given full weight:—

(1.) Where a school has more than one department, the per-centage of the two departments is given together, so that it does not give a fair view of each department separately; one may be *good*, the other *bad*, while the general per-centage would thus be *fair*.

(2.) The number of passes *deducted* under Article 4 is larger in one school than in another; this, too, would materially modify the judgment formed from the per-centages in Column X.

(3.) The proportion presented in the various Standards must be regarded, *e.g.*, one school may present the children equally distributed under the *four* first Standards only, and pass 90 per cent.; another school may pass only 80 per cent., but the children there were perhaps distributed evenly through all the *six* Standards.

I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.
Name and Denomination.	No. of Departments.	Date assigned for Inspection.	Average Attendance during previous Year.	Number present at Examination.	Number presented on the Examination Schedules as fulfilling Arts 40-47.	Absent, or dismissed for Copying.	Passed *for Payment* without Examination.	Actually examined (not counting those dismissed for Copying.)	Per-centage of Passes *for Payment* on Examination.
County of Cornwall.									
Bottoms Wesleyan	1	February	52	71	50	1	4	45	91·1
Hayle Copperhouse Wesleyan	2	"	153	187	172	17	32	125	91·3
Hayle Foundry Day	1	"	66	77	69	15	8	46	89·1
St. Ives Wesleyan	2	"	188	195	184	28	40	116	87·6
St. Just Wesleyan	1	"	135	152	140	9	24	106	87·1
Mousehole Wesleyan	1	"	70	69	47	2	—	45	92·8
Newlyn Wesleyan	1	"	161	201	151	12	5	134	82·5
Penzance Wesleyan	1	"	165	193	157	10	13	135	91·1
Wall Wesleyan	1	"	106	126	96	11	5	80	90·8
Bodmin Wesleyan	1	March	77	116	68	3	9	56	91·0
Camborne British	2	"	274	316	228	14	25	189	71·2
Constantine British	3	"	182	153	174	29	27	118	81·6
Falmouth British	3	"	178	293	161	5	29	127	73·2
Helston Wesleyan	1	"	67	70	56	12	1	43	54·2
Launceston British	1	"	63	87	61	7	9	44	72·7
Liskeard, Boys, British	1	"	127	174	141	15	4	122	69·5
Liskeard, Girls, British	2	"	159	139	112	3	42	67	76·1
St. Mawes Wesleyan	2	"	84	115	94	3	27	64	86·4
Penryn Wesleyan	1	"	108	125	96	6	7	83	88·3
Truro British	3	"	328	404	312	9	62	234	87·8
Wadebridge Day	1	"	88	87	86	8	1	77	90·0
Lewannick Wesleyan	1	April	65	62	48	6	2	40	86·6

I. Name and Denomination.	II. No. of Departments.	III. Date assigned for Inspection.	IV. Average Attendance during previous Year.	V. Number presented at Examination.	VI. Number present on the Examination Schedules as fulfilling Arts. 40–47.	VII. Absent, or dismissed for Copying.	VIII. Passed *for Payment* without Examination.	IX. Actually examined (not counting those dismissed for Copying).	X. Per-centage of Passes *for Payment* on Examination.
County of Devon.									
Bridgetown (Totness)	1	January	55	66	59	1	12	46	70·2
Brixham British	1	„	64	85	66	8	—	58	71·2
Furrough Cross F. Church	1	„	76	88	60	5	10	45	100·
Teignmouth British	1	„	93	100	90	11	5	74	89·1
Topsham Wesleyan	2	„	152	184	164	4	—	105	80·9
Torquay, Abbey Road Public	2	„	292	334	305	35	69	200	81·3
Woodbury Broadmeads End.	2	„	95	119	92	3	45	44	76·7
Exeter, Mint Lane Wesleyan	2	February	217	226	205	26	24	152	69·5
Tiverton British	3	„	456	479	460	20	126	311	94·9
Tiverton, Bampton-st. Brit.	1	„	140	120	147	9	108	30	93·3
Tiverton, Elmore British	1	„	120	126	109	2	52	53	89·3
Holsworthy Wesleyan	1	April	74	93	79	7	10	62	64·5
Devonport Royal Naval and Military Free	2	October	388	411	330	51	—	279	85·3
Horrabridge Secular	1	„	91	95	93	7	14	72	68·5
Plymouth Public Free	3	„	1,124	1,144	852	95	97	660	81·5
Stoke Damciel Public	2	„	205	185	163	13	25	125	89·6
Tavistock British	3	„	426	470	411	63	95	250	90·6
Appledore Wesleyan	1	November	84	83	68	1	—	67	77·1
Barnstaple Wesleyan	2	„	287	288	224	19	23	182	83·1
Bideford British	2	„	196	185	123	7	14	102	74·1
Ilfracombe British	1	„	43	50	34	2	2	30	62·2
Southmolton, Infant	1	„	138	167	132	2	89	41	78·8
Southmolton Wesleyan	1	„	58	66	50	—	3	47	70·9
Kingsbridge and Dodbroke British	2	December	232	267	253	22	50	181	79·5
County of Somerset.									
East Coker British	2	April	265	239	242	15	103	124	80·6
Milborne Port British	1	„	44	40	—	—	—	—	—
Frome, Milk-street British	2	June	149	149	140	7	48	85	74·9
Frome Wesleyan	1	„	66	100	61	6	12	43	89·2
Lullington British	1	„	44	67	43	—	9	32	73·9
Oakhill British	1	„	34	58	48	7	5	36	95·3
Paulton Wesleyan	1	„	70	96	68	4	17	47	80·1
Road Wesleyan	1	„	80	99	74	2	19	53	89·9
Shepton Mallet British	1	„	67	104	59	9	6	44	81·0
[Street and Walton British (1st visit).	2	October	110	127	104	12	31	45	?]
Ditto (2nd visit)	2	June	113	120	94	5	44	45	71·8
Bath and Bathforum British	1	July	171	236	196	16	10	170	77·4
Bath, Harley-street British	1	„	60	72	57	3	21	33	90·9
Bath, Trim-street Chapel	1	„	41	65	41	6	10	25	76·0
Bath, Walcot Chapel Wes.	1	„	80	116	71	3	16	52	66·6
Bedminster British	2	„	361	424	299	20	49	229	77·8
Keynsham British	2	„	79	106	93	13	27	53	89·9
[Weston-super-Mare British (1st visit).	1	October	82	86	55	—	3	52	70·5]
Ditto (2nd visit)	1	July	68	82	53	5	6	42	54·7
Bridgewater General	1	November	46	56	42	3	1	38	78·0
Bridgewater, Friarn-street, Infants, British.	1	„	69	65	43	—	26	17	72·5
Dunster Wesleyan	1	„	70	65	60	7	12	41	67·4
North Petherton British	1	„	43	55	29	6	6	15	77·7
Taunton British	2	„	249	266	195	34	36	125	69·8
Taunton Original, Infant	1	„	76	82	58	1	34	20	46·6
Wellington British	1	„	102	123	94	5	—	89	93·2

I. Name and Denomination.	II. No. of Departments.	III. Date assigned for Inspection.	IV. Average Attendance during previous Year.	V. Number present at Examination.	VI. Number presented on the Examination Schedules as fulfilling Arts. 40–47.	VII. Absent, or dismissed for Copying.	VIII. Passed *for Payment* without Examination.	IX. Actually examined (not counting those dismissed for Copying.)	X. Per-centage of Passes *for Payment* on Examination.
County of Dorset.									
Athelhampton British	1	April	61	67	73	10	10	53	93·0
Bridport General British	1	„	245	317	240	13	1	226	89·6
Bridport, Girls and Infants, British.	2	„	261	336	244	28	101	115	73·9
Corfe Castle British	1	„	61	69	67	4	22	41	84·5
Lyme Regis British	1	„	43	46	22	1	3	18	74·0
Portland, St. George's British	1	„	174	250	191	23	24	145	84·8
Portland, Prison Officers'	2	„	77	101	93	10	35	48	93·7
Portland Wesleyan	1	„	114	151	115	10	6	99	77·7
Sherborne British	1	„	116	167	118	—	31	87	95·0
Weymouth British	1	„	61	67	69	20	—	49	76·8
Wareham British	2	May	128	163	151	6	48	98	95·9
County of Wilts.									
Downton British	1	May	84	104	74	5	—	69	95·1
Salisbury Wesleyan	1	„	65	85	58	4	2	52	84·6
Bratton British	1	June	47	63	38	1	—	37	83·7
Bromham British	1	„	54	66	53	7	14	32	63·5
Chippenham British	1	„	60	66	64	8	1	55	83·0
Corsham British	1	„	44	67	47	6	4	37	87·3
Sherston British	1	„	74	120	75	2	16	57	80·1
Warminster British	1	„	83	99	78	7	23	48	77·0
Westbury British	1	„	54	64	51	4	2	47	93·6
Westbury (Girls) British	1	„	60	83	54	1	28	25	89·3
Wootton Basset British	1	„	135	150	142	23	22	97	78·0
Bradford-on-Avon British	1	July	98	119	76	7	25	44	85·6
Devizes British	2	„	217	260	207	19	23	165	81·8
Dilton's Marsh British	1	„	60	82	60	2	34	24	86·1
Melksham British	2	„	85	117	77	2	17	58	72·4
Trowbridge British	2	„	187	241	178	21	38	118	73·1
County of Hants.									
Alresford British	1	May	42	44	44	5	9	30	93·3
Alton (Boys) British	1	„	65	62	61	6	4	51	83·6
Alton (Girls) British	1	„	104	160	110	10	33	67	79·6
Basingstoke British	1	„	165	201	176	4	—	172	90·8
Brading British	1	„	90	102	—	—	—	—	—
Fordingbridge British	1	„	81	95	81	11	31	39	84·6
Gosport, Royal British	2	„	70	95	—	—	—	—	—
Lymington British	2	„	148	94	130	18	42	70	81·9
Petersfield British	1	„	140	141	129	11	16	102	87·9
Romsey British	3	„	247	343	255	11	53	191	80·1
Southampton Wesleyan	1	„	95	110	85	5	8	72	68·0
Totton (Mixed) British	1	„	68	82	78	11	14	53	59·7
Andover British	1	December	136	132	88	6	9	73	70·7

Appendix B.

[The following has been communicated to me by Mr. James Dalton, Master of the Barnstaple Wesleyan School.—H. W.]

Barnstaple Wesleyan School.

Some of the Methods employed in this School.

Arithmetic.—(1.) *To secure Accuracy, and a certainty that each Child is making Progress.*—All such as have not worked correctly a fair proportion, say five-sixths, of the examples given to be marched to the master's desk, and drilled till their quota is complete. This carried out daily.

(2.) *To secure Rapidity of Calculation.*—One hour weekly is set apart for competition in the rules already worked. The boy who has done the sum first (correctly) has his name entered on a black board, and thence transferred to a list of honour, ruled for a period of half a year. To combine accuracy with rapidity, any sum worked incorrectly is retained on the slate till noon and then corrected.

Writing.—Rule: the teacher to have gone round his class not less than four times during the half hour.

The teacher finding an ill-shaped letter, to draw it on the board, have it criticized by the class, and corrected. Every ill-shaped letter to be marked by the teacher (in black lead). This keeps it before the eye of the pupil.

Every copy is valued when finished. The average of these values taken at the end of the month, and entered on the progress card. The total of the values entered on the cover of the copy book on its being taken home.

Reading.—*To enable the Principal Teacher to test the Pupil-teacher's Industry and Ability.*—Each teacher takes a section for a month. He is provided with a reading book, and commences by placing his name and the date at the head of the lesson. As he proceeds with the subject he underlines every word or expression explained by him; the words thus underlined are revised at the close of each lesson. The master, at stated times, follows through the same lessons, about three pages behind, and thus makes good any defect or omission of the teacher, and can easily determine both the industry and ability of that teacher.

Register of Progress.

Annexed is a copy of the two sides of the card used to show the results of a monthly examination.

RIGHT SIDE.

WESLEYAN DAY SCHOOL.

NAME___ _____ SECTION.

TO PARENTS AND GUARDIANS.

This Card exhibits the Monthly Progress of the Children. As the rate of improvement depends much upon regular attendance and careful home preparation, you are requested to see these attended to as far as possible.

The Card is to be sent to School on the first Wednesday of every month, that it may be marked. You are requested to examine it carefully, when returned; for it exhibits the result of much labour.

MARKS.

☞ *The Maximum for each subject is* 10.

Master.

REVERSE SIDE.

PROGRESS CARD.

186	*Reading.*	*Grammar.*	*Dictation.*	*Geography.*	*Penmanship.*	*Arithmetic.*	*Home Lessons.*	*Home Exercises.*	*Drawing.*	*General Exam.*	*History.*	TOTAL.
JAN. -												
FEB. -												
MARCH												
APRIL												
MAY -												
JUNE												
JULY												
AUG. -												
SEPT.												
OCT. -												
NOV. -												
DEC. -												
TOTAL												

This system has been in use for four years.

(1.) It creates healthy emulation amongst teachers and scholars, (2.) The master can determine the actual state and progress of each child. (3.) It acts as a check upon pupil-teachers. (4.) It furnishes valuable matter for the log.

The process of examination is as follows:—

Reading.—A subject new to the child is given him to read from, the master listens without himself having a book, and values accordingly.

Grammar.—The pupil-teacher furnishes a written statement of the portion of grammar taught. The children are examined on this.

Dictation.—Ten lines, not before given, are dictated. One mark is taken off for every mistake.

Arithmetic.—The teacher furnishes the rules gone through as in grammar. The master goes twice round with questions on the principles, then about four examples are given.

Penmanship.—The average of the values given to the individual copies through the month is entered.

Home Lessons.—An account is kept of every lesson missed during the month, and one mark deducted for each.

Home Exercises.—The exercises are valued when brought in. These values are preserved, and the average of these values taken and entered.

General Examination.—A paper of questions on some subject is given, and values awarded according to the neatness, accuracy, &c.

History.—See *Grammar.*

To make this bear on the pupil-teachers, the following plan is adopted (*see* table adjoining):—

BARNSTAPLE WESLEYAN DAY SCHOOL.

A Comparative View of each Teacher's Work in his Class.

Month.	W. Nicholls.	E. Widlake.	W. Priest.	E. Braithwaite.
	per cent.	per cent.	per cent.	per cent.
January -	55	45	60	39
February -	48	56	55	38
March -	67	50	58	49
April - -	54	58	51	54
May - -	52	42	55	50
June - -		Midsummer Vacation.		
July - -	53	49	56	51
August -	60	45	56	56
September -	52	56	57	55
October -	59	51	56	62
November -	—	—	—	—
December -	—	—	—	—

Suppose I am examining a class of 40 in arithmetic, four sums are given, and 30 succeed in working all correctly, then the entry opposite the teacher's name in that subject for that month is arithmetic 30/40, or 75 per cent., and similarly in every subject. These results are recorded in the log book monthly.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector*, HENRY J. LYNCH, *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in* SCOTLAND, *and in* NORTHUMBERLAND, CUMBERLAND, DURHAM, YORKSHIRE, *and* NORTH LANCASHIRE.

MY LORDS, January 1865.

THE number of schools referred to me for inspection has increased in each year since I have had charge of this district, and during the year 1864, in a greater degree than in any one of the previous years. I visited during the year 106 separate institutions, comprising 213 departments, which were attended on the days of my visits by 25,019 children; the average attendance at these schools was 22,405, and the number of children on the books was 32,984. Of the above departments 30 were boys' schools, 32 girls' schools, 16 mixed schools under a master, 49 mixed schools under a mistress, 35 infants' schools, 21 night schools for boys, and 30 night schools for girls.

My duties, in addition to those of inspection, included the examination of 310 pupil-teachers and candidates for apprenticeship, and two official visits to the Roman Catholic Normal school at Liverpool, in company with my colleague, Mr. Stokes.

SCOTLAND.

Forty separate schools, divided into 69 departments, attended on the days of examination by 8,096 children, with an average attendance of 7,814, and having on the books 10,699 children, represent the amount of work which this portion of my district has entailed upon me during the past year.

It is to be regretted, especially at the present moment, when a Royal Commission is inquiring into the condition of elementary education in Scotland, that we do not possess any data upon which we might form an estimate of the number and distribution of the Roman Catholic population. The only means of forming even an approximate idea of the proportion which the number of Roman Catholic schools availing themselves of State aid bears to the educational wants of the Roman Catholic community in Scotland, is supplied by a comparison of their numbers with the number of Roman Catholic missions now in existence. There are 122 Roman Catholic missions in Scotland, and the following

table will show the counties in which they are situated, and the number and extent of the schools under inspection in each county.

Counties.	Roman Catholic Missions.	Number of Schools.	Departments.	Children on Books.
Lanark	22	11	24	4,319
Edinburgh	6	7	8	1,489
Renfrew	10	8	15	1,627
Stirling	4	3	4	481
Perth	4	2	3	410
Forfar	4	2	6	1,288
Banff	10	3	4	422
Inverness	17	2	2	100
Selkirk	1	1	1	91
Dumfries	1	1	5	462
Dumbarton	3	1	1	Not known.
Haddington	1	None.	None.	None.
Fife	3	—	—	—
Linlithgow	2	—	—	—
Peebles	1	—	—	—
Roxburgh	2	—	—	—
Kirkcudbright	3	—	—	—
Argyll	3	—	—	—
Ayr	9	—	—	—
Bute	1	—	—	—
Wigtown	2	—	—	—
Aberdeen	8	—	—	—
Moray	2	—	—	—
Nairn	1	—	—	—
Ross	1	—	—	—
Caithness	1	—	—	—
Sutherland	None.	—	—	—
Cromarty	—	—	—	—
Kinross	—	—	—	—
Clackmannan	—	—	—	—
Berwick	—	—	—	—
Kincardine	—	—	—	—
Orkney and Shetland	—	—	—	—

The few changes to be noted in connexion with the schools in this portion of my district during the past year are all in the direction of progress and improvement.

The liberality of one gentleman, Mr. Campbell of Skerrington, has provided for the most destitute of the population of Edinburgh a very suitable school building fitted up with all needful appliances. This school, St. Ann's, Niddry Street, has been placed under teachers who have already displayed superior qualifications for their duties while in charge of St. Mary's, Lothian Street.

The erection of a separate infants' department at Stirling has added to the efficiency of a school which has always deserved favourable mention.

St. Stephen's school, Dundee, affording education to nearly 500 boys, now inspected for the first time, has been placed under the charge of one of our ablest and most experienced teachers, Mr. Donlery, from St. Andrew's, Edinburgh.

The girls' schools in Glasgow have lengthened their school hours, so long a subject of complaint, and the state of their instruction affords, on the whole, proof of corresponding improvement.

The large boys' school, St. Andrew's, Glasgow, which was withdrawn from inspection three years since, has been again examined by me, and under fresh teachers promises to maintain its former flourishing condition.

The existing supply of teachers, in the schools inspected by me in Scotland, consists of 18 certificated masters; 31 certificated mistresses; 1 assistant master; 3 assistant mistresses; and 108 pupil-teachers; besides 5 masters and 6 mistresses recognized as teachers of night schools only.

Northumberland.

I visited eight schools, comprising twenty departments, in this county during the past year. They were attended on the days of my visits by 2,535 children; the average attendance was 2,887, and the number on the books of the schools was 3,565. Each of these items shows an increase when compared with the returns of 1863. A very suitable infants' school, built since my last visit, has been added to the existing departments of the school at North Shields. New schools erected at Gateshead, Walker, and Coxelodge have been placed under the charge of certificated teachers, and will be inspected at my next visit to this county.

The schools inspected by me in Northumberland employ a staff of 7 certificated masters, 12 certificated mistresses, 1 assistant mistress, and 30 pupil-teachers. The state of instruction in these schools continues to be, on the whole, creditable to their teachers, and in some instances, such as St. Mary's schools, Newcastle-on-Tyne, eminently so.

Cumberland.

The closing of the school at Cockermouth has reduced the number of inspected schools in this county to three. They comprise six departments, and were attended on the days of inspection by 544 children; the average attendance for the year was 439, and the number on the books was 845. The new school at Workington, built during the past year, is suitable and commodious, and is in all respects a great improvement on its predecessor. One certi-

ficated master, four certificated mistresses, one assistant mistress, and three pupil-teachers are employed in this small group of schools, and maintain a state of satisfactory efficiency.

Durham.

With the exception of the new schools built at The Felling, now visited by me for the first time, there has not been any change in the number of inspected schools in this county. They include 10 separate schools, comprising 16 departments, attended on the days of examination by 1,682 children, with an average attendance of 1,601 children, and having 2,363 on the books of the schools. Three certificated masters, 9 certificated mistresses, 3 assistant mistresses, and 14 pupil-teachers find occupation in these schools.

Yorkshire.

The schools at Huddersfield, Halifax, St. William's, Sheffield, and Sancton, placed under inspection for the first time during the past year have raised the number of separate schools visited by me in this county to 26 ; they are divided into 64 departments, with an average attendance of 5,580 children, and have 9,090 children on the books, of whom 7,345 were forthcoming on the days of inspection.

The teaching staff now includes 13 certificated masters, 32 certificated mistresses, 1 assistant master, 2 assistant mistresses, and 43 pupil-teachers.

The number of really well taught schools to be found amongst those visited by me in this county is such as to justify me in representing the state of instruction in the Roman Catholic schools in Yorkshire, as being in a high degree satisfactory.

North Lancashire.

In the division of this county, which was last year transferred from Mr. Stokes' district to mine, I have visited 18 schools, comprising 38 departments. The number of children present on the days of inspection was 4,817 ; the average attendance was 4,084 ; and 6,422 children were on the books of the schools. When my colleague, Mr. Stokes, ceased to have charge of these schools last year he expressed in his general report his opinion " that they were, on the " whole, the most satisfactory group of schools with which " experience had ever made him acquainted." The limited acquaintance that one year's inspection of them has enabled me to form, causes me to feel no surprise at this high estimate of their efficiency.

RESULTS OF EXAMINATIONS UNDER THE REVISED CODE.

A second year's experience of the working of the Revised Code has confirmed the conviction I expressed in my general report last year of its beneficial influence upon the state of instruction in the schools of my district, and its financial results appear to me equally gratifying.

I examined during the year 150 departments under the Revised Code, of which 38 were night schools. The average attendance, exclusive of the night schools, was 12,092, and of these 8,223 were qualified by the number of their attendances to be placed upon the examination schedules. This number was reduced to 7,379 by the absence of 844 children on the days of examination; 6,461 passed successfully in reading, 6,500 in writing, and 5,511 in arithmetic.

The number of infants under six years of age who had attended a sufficient number of times to be entitled to the grant without individual examination was 2,928, of whom 301 forfeited it by their absence on the days of inspection. These numbers would afford these 112 departments, on an average, 9*s.* 5¾*d.* per child, upon the average attendance during the year.

The 38 night schools examined by me under the Revised Code had an average attendance of 2,332 children; 2,673 were entered upon the examination schedules, of whom 467 were absent on the evenings of inspection; 1,825 passed in reading, 1,576 in writing, and 1,500 in arithmetic. These results would afford these 38 night schools upon an average 5*s.* 7*d.* per head upon the average attendance of the year.

I have the honour to be, &c.

HENRY J. LYNCH.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector*, SCOTT NASMYTH STOKES, Esq., *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in the Counties of* CHESTER, DERBY, FLINT, *and* LANCASTER.

MY LORDS,

I AM instructed to present a General Report for the year which ended upon the 31st August 1864.

The reduction, made in 1863, in the area of my school district relieved me of the duty of inspecting schools in Cumberland and North Lancashire. A change in the month fixed for my annual visits transferred the inspection of schools in Staffordshire from July to September and October 1864, to which months this report does not extend. Shropshire and five out of the six counties in North Wales contain no Roman Catholic schools in receipt of aid from the parliamentary grant for education.

In the twelvemonth embraced in this report I have inspected schools in Cheshire, Derbyshire, Flintshire, and certain census districts of Lancashire, which may be described generally as lying south and east of the Ribble. Under special instructions I also visited a small school in Nottinghamshire; and inspection of the Roman Catholic training schools has again been among my duties.

Within the time and the area above mentioned I visited 81 institutions for primary instruction, which were subdivided into 205 separate schoolrooms, and were attended upon the days of inspection by 26,431 scholars. Of the children thus found in school 11,648 were boys and 14,783 girls. In this enumeration are included 7,018 infants in rooms apart from older children. In the infants' schools 2,957 were boys and 4,061 girls.

I have again to remark with regret that the school boys are inferior in number to the girls.

In the number of teachers of the two sexes a similar disparity is observed. While the certificated schoolmistresses employed in teaching the schools on which I am to report numbered 112, the schoolmasters did not exceed 46.

The sex of the pupil-teachers apprenticed to them naturally follows the same rule. Out of 350 apprentices 261 are girls; of 13 assistant-teachers 9 likewise are females. Thus the preponderance of female teachers promises to be fully maintained at a ratio of nearly three to one.

STANDING, SEX, and NUMBER of PUPIL-TEACHERS upon 1 September 1864.

—	Males.		Females.		Total.
	Remain.	Quit Service.	Remain.	Quit Service.	
Have completed :—					
Fifth Year - -	—	12	1	29	42
Fourth „ - -	13	2	43	5	63
Third „ - -	10	1	44	1	56
Second „ - -	17	2	51	3	73
First „ - -	17	2	47	1	67
Newly admitted - -	13	0	36	0	49
Total -	70	19	222	39	350

Collective examinations of pupil-teachers and candidates have been held at the following places and dates:—

Date.	Place.	Number examined.		
		Boys.	Girls.	Total.
1863.				
October 16 -	Manchester, St. Chad - -	18	19	37
„ 30 -	Manchester, St. Patrick -	9	31	40
December 15–17 -	Liverpool Normal School -	0	46	46
1864.				
February 19 -	Liverpool Practising School -	0	35	35
„ 20 -	Liverpool, St. Mary's - -	18	70	88
April 4 - -	Burnley - - -	1	6	7
„ 16 - -	Blackburn - - -	0	23	23
May 7 - -	Wigan - - -	15	14	29
„ 31 - -	Holywell - - -	0	2	2
June 11 - -	St. Helen's - - -	11	25	36
July 15 - -	Stockport - - -	13	20	33
Examined in their own schools at :—		85	291	376
Spinkhill, Derby, Birkenhead, and Douglas -		2	10	12
Total - - - -		87	301	388

Compared with the previous twelve months, when inspection embraced Staffordshire and the whole of Lancashire, the year now under review shows a falling off in schools 31, in scholars 8,014, in certificated teachers 44, and in pupil-teachers 108. Still, in 1863–4, narrowed as were the limits of inspection, I had under examination more scholars than in the larger district visited in 1858, and more certificated teachers than in 1860. The reduction is due entirely to changes already explained, and the ground temporarily lost will be rapidly recovered.

In May 1864, finding myself unable with the most strenuous exertion to keep down arrears of work, I applied for an inspector's assistant, and the Lord President was pleased to appoint in that capacity Mr. Michael Harden, who since the 13th of June has rendered efficient help in the individual examination of children under the Standards of the Revised Code.

That Code has been everywhere in operation during the past twelve months, and some experience has been gained in working out its regulations. I proceed to detail the results. The names of 21,498 individuals were entered upon the examination schedules, but 3,985 claimed exemption from examination as being under six years of age, and 3,635 besides were absent at the time of inspection. There remained 13,878 scholars to be individually examined and marked. Those presented under Standard I. numbered 6,363, under Standard II. 3,397, Standard III. 2,343, Standard IV. 1,488, Standard V. 43, and *Standard VI. 16. My notes show 12,089 examined individually by me, and 1,787 by my assistant. Those passed in reading numbered 10,299, in writing 9,493 and in arithmetic 8,090. Hence it appears that the failures under examination were very numerous, reaching 26·5 per cent. in reading, 31·5 in writing, and 41·7 in arithmetic.

In the above figures I include the results obtained from the examination of 2,652 individuals in night schools.

Leaving out of account certain deductions and additions, with the precise particulars of which I am not acquainted, but which have operated in most cases to reduce grants otherwise payable, it would appear that financially the aid awarded to schools has been considerable.

The day schools have claimed the allowance of 3,923*l.* 12*s.*, at the rate of 4*s.* a head upon an average attendance of 19,618 scholars; and a further grant of 1,062*l.* 2*s.*, at the rate of 6*s.* 6*d.* per head upon 3,268 of them who had been in regular attendance, but were less than six years of age upon the day when the inspection of their respective schools fell due. In these ways they have been entitled to 4,985*l.* 14*s.* without individual examination. Reckoning further the three opportunities of displaying his attainments given to every child under examination, these same schools have secured 23,056 passes, which at 2*s.* 8*d.* each have yielded to them 3,074*l.* 2*s.* 8*d.* as the fruits of success in

* I omit one large boys' school, where the scholars were grouped with so little regard to attainment and previous preparation as to entail complete failure and forfeiture of grant.

examinations. The whole grant to day schools would thus have been 8,059*l.* 16*s.* 8*d.*, at the rate of about 9*s.* 2¾*d.* per head upon the stated average attendance.

Again, the night schools have been allowed 418*l.* 2*s.* 6*d.*, at the rate of 2*s.* 6*d.* a head upon 3,345 scholars in average attendance, and have besides earned 397*l.* 11*s.* 8*d.* by 4,771 passes in one subject, at the prescribed rate of 1*s.* 8*d.* each; and in this way the grant to night schools has averaged about 4*s.* 10½*d.* each upon the returns of ordinary attendance.

These results would, of course, have increased had the failures under examination been less numerous.

It may be convenient for me here to explain the method in which the test of individual examination required by the Code of 1862 has been applied under the various standards.

The plan of examining several standards simultaneously proved inapplicable. That the results might be trustworthy, it was found necessary to have the work done under the inspector's eye, and to get it revised and marked as speedily as possible. Risk of copying and of unfair correction was thus obviated.

My custom has been to begin with the lowest standard. Under this standard children are required to read a narrative in monosyllables, to write from dictation manuscript letters, to make and to read figures up to 20, and to add and subtract up to 10. Children for examination in the first standard are often so numerous as to render subdivision needful. Taking, then, about 20 children in the order in which their names stand upon the Examination Schedule, I place them in a group of desks before me, or, if their slates are handy and light, cause them to stand round me in a semicircle. In either case they are furnished with slates and pencils, and the examination begins with writing; capital letters come first. Every letter is given out separately, and is repeated simultaneously by the children before it is written down. For facility of revision, I usually give letters which together form words, but for the children each letter is distinct and alone. Thus they write down a line of capitals and then a line of small letters, and a third line of figures below 21. If they have been attentive and well behaved I go through the letters and numbers once more, bidding them follow me, each looking on his own slate and setting right any errors he may detect there. As the writing is now over, I have the pencils taken away. Each child in turn brings me its slate, which I examine. He is then called on to read numbers up to 20, pointed out to him on a slate or black-board, and also to work orally

little sums in addition and subtraction, composed of single figures. Finally, he reads a sentence of monosyllables chosen for him in his reading book. He is then directed to sit down until the rest of the group has been examined in the same way, when they are dismissed together.

Standard I. is then disposed of. I find considerable advantage from sending them home. There is more space for examination of others; order and silence are more easily preserved; more teachers are at liberty to assist when wanted.

Proceeding to Standard II., I spread those proposed for examination so as to give to every child the space generally allowed to two, or even to three. They are provided with books, slates, and pencils. They are desired first to write their names at the head of the slate—a useful accomplishment which nearly all have now acquired. They are told to open their books at a certain page, and to transcribe a particular line of it, taking special pains to reproduce any capital letters or stops which they may find there; and when they have written so much, to shut each his own book. As soon as all the books are closed the children are warned not to rub out what they have written, but to work on the slate, below the writing, the sums about to be given out. A sum in addition is then dictated, commonly four lines of three figures each, and they are made to repeat every number before setting it down. Time is allowed for the working, and when all are ready a subtraction sum is dictated in the same way, and worked. Their pencils are then collected. They bring up their slates and books, and stand round me in the order which their names follow on the schedule. Each in turn hands me his slate. I revise the writing and sums, and then examine the child in the multiplication table, putting questions at hazard up to 12 times 12. When all have given up their slates and answered questions in tables, they open their books at a lesson selected by me, and read in turn until directed to stop. With this exercise their examination ends, and they are free to go.

The children of the third Standard succeed. Bringing with them their books, slates, and pencils, they stand round me in order of the schedule. Placing their slates and pencils on the floor, they find in their books the page chosen for the reading exercise, and each reads as much as will enable me to pass a judgment on his performance. When all have thus read, a sentence is pointed out, which they are desired to read simultaneously, with attention to the spelling. The books are then passed away. They at once raise their slates

and pencils, and write from dictation the sentence just read. The dictation is given word by word, and every word is repeated by the children before it is written down. This done, they turn their slates for arithmetic. Three sums are dictated, one in simple subtraction and another in simple multiplication, with numbers ranging as high as the inspector pleases. I commonly limit myself to tens of thousands, always making the children repeat every number before it is put down. A sum in simple division by one figure follows. The pencils are taken away. Each hands me his slate, and when the revision has been gone through the children depart.

By this time the room has been cleared of the very young and the very heedless. There is abundance of space at command, and those who remain have reached the age of reason. It is no longer dangerous to conduct the examination of two Standards simultaneously in the schools which do themselves the justice of presenting two classes for examination under Standards higher than the third. Thus, while the fourth Standard are reading, those of the fifth work sums, and *vice versâ*. The sums, as well as the dictation, are taken down upon paper, and the papers are collected for revision as soon as the work specified by the Code for each standard has been completed. In this way the examination of individuals is brought to a close.

Having explained the mode of examination, I desire to add the rules which have guided me in passing or rejecting those examined.

In the first Standard I have expected children to read common monosyllables without spelling; to write down in legible characters the capital and small letters as dictated to them with not more than three serious mistakes; to name and make figures; and to work orally at least one sum in addition and subtraction correctly. Such a performance has secured success in those subjects, and has earned the whole grant proposed by your Lordships.

For complete success under the second Standard, I have required better reading of an easy narrative; a transcript in well formed letters, with capitals and stops as in the copy; accuracy in addition and subtraction, with some knowledge of the multiplication table, or accuracy in one sum, with a thorough knowledge of the tables.

Similarly, under the third Standard, reading must be generally correct and unhesitating; dictation fairly written and free from mistakes beyond three, and those not in common words; the sums set down without mistake, and two of them accurately worked.

What has been said will suffice, without pursuing the matter further, to indicate the scale of proficiency by which I have measured success, and the test which 3,579 out of 13,878 have failed to satisfy in reading, 4,385 in writing, and 5,788 in arithmetic.

The test of individual examination will not, when experience has made it familiar, be felt so severely. Managers and teachers now know the weak points which need their special care. I shall never again have children presented for examination under Standard I. who cannot read without spelling, have not so much as once formed a letter from dictation, or had any practice in the 45 small calculations to which their trial in subtraction is confined; or, under Standard II., who, when desired to transcribe one line, scribble off half a page in an illegible scrawl with frequent blunders, or who have never learnt the multiplication table, or can only repeat it consecutively; or, under Standard III., who know not the advantage of reading a passage before writing it from dictation, or who use but three figures to set down tens of thousands; or, under Standard IV., who never before tried to work sums upon paper.

Such have been the general causes of failure in the past; that they should entirely cease to operate in future is beyond hope, but there can be no doubt that efforts, more or less successful, will everywhere be made to counteract them.

The greater part of the schools in this district have as yet been examined but once under the Code of 1862, which came into general operation only upon the 1st of August 1863. By including my inspections made between 1st of September 1864 and the end of the year, I am able, however, to compare the results of two consecutive examinations in the schools which I visit in and around Manchester.

Taking first the town schools of Manchester and Salford, I find that seven such schools in 1863 presented for individual examination 2,088 scholars; viz., under—

Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
1,057	500	297	220	12	2

It will be observed here that more than half of those presented were examined under the lowest Standard and barely one in nine rose above Standard III. A further claim for grants was made in these schools for 378 infants exempt

from individual examination as being under six years of age. In spite of extremely low classification in 1863, failures were too common. It appears that the names of 12 children were removed from the lists as not belonging to the labouring classes, and 2,078 were held entitled to examination for grants. They were found in 22 departments, day and night, of seven separate schools. Out of 6,228 passes which might have been obtained, they lost 2,226. Thus the failures averaged nearly 36 per cent.

The year last past showed manifest improvement. The same seven schools presented for individual examination, in 1864, 2,276 scholars; viz., under—

Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
902	730	376	180	85	3

to whom must be added the scholars of two schools examined in 1864, for the first time; viz., under—

Standard I.	Standard II.	Standard III.	Standard IV.
90	55	27	19

The variations here indicate improvement. There is increase of 379 in scholars individually examined. The excessive proportion under Standard I. falls from 50 per cent. to 32 per cent. in the old schools, while those ranked above Standard III. rise from one in nine to one in eight. The figures under Standard IV. are not satisfactory; that Standard shows an absolute decrease of 40; and of 297 under Standard III. in 1863, only 180 were presented under Standard IV. in 1864. Hence it would seem that even among the regular children rising towards the first classes in 1863, two-fifths either left school or ceased to attend regularly before they had learnt to use pen and paper in writing and ciphering.

Turning from the bare numbers to the success obtained, I can record a gratifying improvement. After certain deductions have been made it seems that the 22 departments of seven Manchester schools, which in 1863 offered for individual examination 2,076 scholars, in 1864 presented 2,203, showing an increase of 127 in regular learners, who might have passed in three subjects each or 381 subjects altogether. The passes, however, actually rose from 4,002

in 1863 to 5,367 in 1864, a gain equivalent to 455 new children passing successfully in three subjects each. The failures on the other hand fell from 2,226 in 1863 to 1,242, or from 36 per cent. to 19 per cent. To this gain must be added the balance between 512 passes in seven departments examined for the first time in 1864, and 47 passes in one evening school open in 1863, but closed in 1864, *i.e.*, 465 passes, making the aggregate year's gain in Manchester and Salford 1,830 passes, which would represent 610 more children attending school with some regularity, and taught there to read, write, and cipher competently. It must be noted, on the other hand, as matter of serious remark, that the claim for infants under six in Manchester schools, which was small in 1863, is even less in 1864.

The schools of the manufacturing district round Manchester showed a similar advance in 1864. The 19 departments of seven schools obtained, in 1863, 1,504 passes against 1,553 failures; in 1864, 2,481 passes against 785 failures. Thus the failures fell from more than 50 per cent. to less than 24 per cent. The numbers offered for examination rose in every Standard excepting the lowest, whose decrease is evidence of improvement. Those under the IV., V., and VI. Standards formed less than 12 per cent. in 1863, and more than 16 per cent. in 1864. There were also four departments inspected in 1864 for the first time; and the general result in the schools round Manchester is, that while the increase in number of children examined is no larger than 205, their examination proves that 429 are taught to read, write and cipher fairly more in 1863 than in 1864.

Beyond the comparison instituted above, experience does not as yet carry me. Results in the two groups of schools already inspected twice under the Code of 1862 go to prove that, while individual examination was essential to the interests of the majority of scholars, the changes which have been introduced into the administration of the education grant do not deter managers from keeping up old schools and opening new ones, but lead to more strenuous and better directed exertions, and to a larger share of success. From such exertions satisfactory instruction will gradually but surely spring.

I have the honour to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector,* JOHN GORDON, Esq., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS *inspected by him in the Counties of* LANARK, RENFREW, DUMFRIES, *and* BUTE.

MY LORDS, Edinburgh, 31st December 1864.

THE district assigned to my charge has, since the 1st of May last, comprised the counties of Lanark, Renfrew, Dumfries, and Bute. The valued co-operation of Mr. Jack terminated at the time mentioned, and I have to acknowledge thankfully the benefit of the very competent assistance derived, since the month of June, from the appointment of Mr. Robert Calder to the office of Inspector's assistant.

Our inspection was given during the last year, and almost invariably at the due time, to all the schools receiving annual aid within the district.

Of the same schools, it is observed that a large proportion, amounting to 43 per cent., has been annually inspected and annually reported during the last 10 years; and that only 11 schools have received their first inspection during the last 10 or 12 months. So far, during the time mentioned, the Schools offered to inspection year after year have been the same; and perhaps, in other districts, the case is pretty much alike. This, with other reasons, may have induced the new arrangement of requiring a Report from "each "Inspector only in alternate years." There cannot, it is plain, be the same need for the yearly repetition of a *General* Report as for the yearly *Special* Report on each of the schools receiving yearly aid.

The latter is indispensable; for, 1st. It is remarked how often, while the schools have been the same, the teachers, on whom the character of the school so essentially depends, have been changed; how prevalent, in other words, among a portion of the teachers, is the custom of moving from one charge to another. This may be ascribed, in great part, to the readiness with which young men, on leaving the Normal seminary, find their way to occupation as schoolmasters; and to the effect of that good fortune at the outset of their career, in encouraging farther aspirations. Some check to the habit so produced has doubtless been supplied by the rules that require for the grants of augmentation and certificate, a certain time of continuance in the same charge; but the changes are still frequent. The

last year's inspection of 140 schools, formerly inspected, found 22 in which the teachers then made their appearance for the first time. 2. The teachers themselves do not always from year to year show the same degree or the same kind of merit; neither, from some change in the circumstances of the school, have they always the same measure of success. Generally they improve; otherwise their prolonged experience would be without its proper effect, and the public aid would imperfectly attain its object. But it is seldom that the year's inspection does not bring to view some instance of abated zeal and lessened efficiency, attributable to no cause so often as to that now mentioned—the inordinate pursuit of other situations. On the other hand, there seem no reasons of equal force for the yearly repetition of the General Report. For this is occupied with general characteristics which, from year to year, may remain pretty much the same; their distribution only among the particular schools showing any considerable variation. At the same time, there may be incidental reasons for the recurrence of a General Report,—as in that change introduced by the New Code, in the manner of inspecting the work, and estimating the merits, of the schools.

Revised Code.

The method of *individual* examination, set down in Article 48, came into operation in the month of May last; and the schools examined in that manner have been 63 in number. To them mainly the remarks that follow are confined.

I. The Reports on 63 schools, examined according to the Revised Code, afford the following particulars:—

Number of children on the books, that is, in the course of attending, however irregularly	10,346
Average attendance for past year	8,001
Present at examination	8,296
Number that attended more than 200 times in the past year (20 weeks)	6,123
Number examined	5,609

The proportion of those who attended more than 20 weeks thus appears to be 59·22 per cent. of the number on the books; and 76·59 per cent. of the average attendance; a far more exact account of the rate of attendance, where schools are accessible, than could be had on any former occasion.

II. The same Reports show that the frequency of attendance is in great part determined, as might be expected, by the occupations of the people; it is greatest in the Sessional schools of the towns attended by the children of tradesmen, shopkeepers, and others of the like social

condition; it is least in those schools of the town which Kirk Sessions have provided for the lowest class of children, many of them vagrant, mendicant, or little cared for by their families. Yet there are exceptions; at certain populous mining stations the attendance of those upon the books is as low as at any town school; at certain other stations of much the same description, it is quite regular,—all the while the liberality of the patrons in the various school provisions being as great for the neglected schools as for any others. Doubtless, where the child can earn for the parents, as the wages of his work at any labour, one or two shillings per week, the work will be preferred to the school. But where that temptation does not exist, "it is no necessity in the circum-" stances of the people," says an intelligent teacher of a town school, "no real advantage from the employment of " the children elsewhere, no difficulty about payment of " the teacher's pittance, that keeps them in such numbers " from the school, it is simply the bad habit of neglect-" ing school, or, if you choose, it is mere ignorance." If such be, indeed, the case to a considerable extent, the evil can hardly fail to be abated by the operation of certain parts of the Revised Code (Art. 40 a. b. c.) And again, on the same supposition, does not the objection to a legal requirement of attendance lose not a little of its force?

III. The arrangement of pupils for examination in the schools, according to the Standards, was as follows:—

Standard 1. - - -	1,968
„ 2. - - -	1,445
„ 3. - - -	955
„ 4. - - -	673
„ 5. - - -	378
„ 6. - - -	190
	5,609

The decline of numbers from the lowest to the highest degree will be here remarked; and it may be added, that there were 24 of the schools in which no examination was offered beyond Standard IV. The greater number in the early stages implies the shortness of the period of attendance, and thence the necessity of looking well to the progress realized at these stages, and of making it, by all practicable means, as good, as exact, and generally as availing as possible. And this course becomes the more needful, looking to the ages at which many were presented for the simplest examination. The number of those over 10 years examined under Standards I. and II. was 396.

It should be added that the inspection took place chiefly during the summer months; and that then the schools are much deserted by the older pupils.

IV. Among the total number of scholars presented for examination in the 63 schools, viz., 5,609, the number of passes for grant in one or more of the three subjects was 12,480—the proportion of the actual to the possible passes amounting to 74·17 per cent.

In the proportion of the passes under the different Standards, there was, however, a very marked inequality, as may be seen from the following summary:—

—	Number examined.	Failed in.					
		Reading.	Per cent.	Writing.	Per cent.	Arithmetic.	Per cent.
Under Standard 1.	1,968	314	15·95	861	43·75	—	41·16
„ „ 2.	1,445	198	13·7	272	18·82	622	43·04
„ „ 3.	955	116	12·15	257	26·91	196	20·52
„ „ 4.	673	91	13·52	230	34·17	129	19·17
„ „ 5.	378	27	7·14	102	26·98	63	16·66
„ „ 6.	190	6	3·16	25	13·16	28	14·74

The failures appear to have been mostly under the 1st and 2nd Standards, that is, in the younger classes, the instruction of which, as before carried on, had been often disconform to what is required for the Standard examinations. Some teachers have been uncertain for what Standard they should present pupils competent to the reading of the II. or III., but competent to the writing and arithmetic only of the I. Yet, if I mistake not, the common practice has been in such cases to propose for the II. and III. Standards, upon this notion, that reading is ever the primary subject of instruction, and that the progress therein has been taken, in the Standard arrangements, as pretty well measuring the capacity for what is required upon the two other conjoint subjects. As it is, there are schools that have already passed well under I. and II., and quite as well as at the stages more advanced. And the same thing, there is reason to believe, will occur more frequently in future.

The examination, as now conducted, does not merely ascertain the "results;" it is fitted to improve them by the influence which it cannot fail to have upon the style of the tuition. A limited range of instruction is parcelled into six distinct grades, in each of which the appointed measure of attainment is indispensable. The habit of a hasty advance, so frequent in school-work, is thus effectually checked, and that of a deliberate, sure progress promoted.

Other errors in school management the new examination may be expected to meet and to correct; the subject of instruction, it may be, is not well suited either to the years or progress of the pupil, the more frequent case being that it comes too soon. One thing in the state of a lately examined school, and one thing only, admitted of any commendation—it was a certain success in the teaching of one branch of Natural philosophy—hydraulics. Again, the revision of lessons is too little practised; the best spelling methods are rejected as too slow; the reading lesson book is often too difficult for pronunciation, and in other respects, perchance unsuitable, as where it offers some poetic piece not "simple and sensuous" as befits young readers in particular, "but subtle and abstract." To all such mistakes the new examination is certainly adverse, by the preparations it renders necessary.

V. The new examination accords in its general estimate of the merits of the schools, not always, but, on the whole pretty much with the old. It had been formerly remarked, that when a teacher shows much care in the treatment of young classes, his fidelity towards all the rest may be relied upon. And so, under the new examination, a good report on Standards I. and II. assures the like for those that follow; nay, more, a good report on all the Standards commonly gives the like on subjects that pass beyond the Standards. On the other hand, it does not happen so commonly that an approvable measure of success in these latter respects is attended with the like, in at least two of the subjects of the first two Standards, the reason being, as before mentioned, that "instruction and examination have (at least "so far) not gone *pari passu*." In this matter the requisite change may be said to be in progress, for, generally speaking, teachers are agreed on the importance of grounding well in the earliest lessons; and the practice of noting individual progress, though it may bring to view defects for which they may or may not be answerable, has uses and reasons that seem unrecognized by none.

VI. "How," it has been asked, "shall so much more "attention be given to the first steps of instruction with-"out prejudice to those that follow?" The difficulty here suggested cannot, of course, reconcile to anything defective in the first lessons whether as respects their method or their matter,—seeing how much might thereby be added to the future labours of tuition, not to speak of more immediate disadvantages to the pupil; but it may form a good reason for strengthening the teachers' hands by assistance. In this view the provisions made for

teaching in 136 schools of the district at the present time may be stated as follows, from reports given by the teachers:—

—	No. of Schools.	No. of Male Teachers.	No. of Female Teachers of other Branches besides Industrial.	No. of Assistants under Minutes.	No. of Assistants not under Minutes.	No. of Pupil Teachers.
Schools with average attendance—						
Under 80 - -	40	30	10	1	—	15
Betwixt 80 and 150	50	38	17	3	1	69
„ 150 and 300	30	28	15	11	8	86
„ 300 and 500	10	12	6	13	2	45
„ 500 and 700	2	8	1	7	1	18
„ 700 and 1000	4	14	5	7	1	54
	136	130	54	42	14	287

Of the recent improvements in school management, none have been more noticeable or more needed than the increase of the teaching power, not so much to meet any increase of attendance as to do the work of teaching more effectually. This addition to the school equipments seems likely to go still farther. Its progress was somewhat as follows:—At first, there was the untrained assistant; next, the monitors, paid or unpaid; then the superior class of apprenticed pupil-teachers, most suitably supplied for the first time in 1847 to meet the very common want; again, the assistant teacher under Minutes; and the probationer; these last as older, more experienced, and more specially trained, superior to those who went before them, and likely to supply much of the still growing demand for assistance. But it is not to be forgotten whence these last have been very commonly supplied; originally, they had been pupil-teachers, and that form of school management they may be considered as now carrying out in the more advanced stages of its progress.

VII. It may be added, from the same source of information, that in 134 of the schools now referred to, 49 of the pupil-teachers ended their apprenticeships within the last 12 months; about a fourth part of whom appear to have preferred other occupations to that of teaching; the rest either acting as teachers or pursuing their studies at the Normal School. In the same 134 schools the number admitted to apprenticeship within the last year, was 42.

VIII. Besides the subjects of the Standards, the examination according to the rule (Instructions to Inspectors, 7) Religious instruction.

embraced "the whole character and work" of the school, including, of course, and as more specially required, "the "children's knowledge of the Holy Scriptures and Cate- "chism." In one school only, religious knowledge, while taught as usual (Revd. C., 8), was, at the managers' request, not made a subject of examination. And it may be noticed, that while religious knowledge is taught in all the schools, about a fifth part of their number are not specially connected with any Religious denomination; and, further, that the rule laid down in the Minutes, requiring that the Scriptures be read daily in the authorized version, has ever in these unconnected schools been anticipated by the practice.

The Holy Scriptures and the Shorter Catechism are of course the class books, and well nigh the only class books used for religious knowledge. But the managers do not enjoin their use against the parents' will; the result of which freedom is that the Scriptures are read by all; and the Catechism declined by those only whose parents are of the Episcopal or of the Roman Catholic Church, the latter a rather numerous class at the mining stations and at some of the lower town schools.

If "religion in every degree begins at some measure of "knowledge, as the instrumental means," the school certainly does much when a fair measure of religious *knowledge* has been therein imparted. But this fair measure, or even more, may be seen in not a few of the schools now referred to. The instruction on this subject is certainly not approvable when the Catechism is said only by rote, and, it may be, said correctly; nor when the Scriptures are read only for a reading lesson, and without explanation; practices still not at all infrequent. But the examples are numerous where the method called *intellectual* is much employed both upon the Bible and Catechism lessons; and where much of the knowledge imparted tends directly to the regulation of conduct and character. "In "the latter part of the session," says the very able master at Alexander's, Airdrie, "when my scholars have obtained "a general knowledge of the Catechism, I go back to the "commandments, and require them to find out for them- "selves, in the portions of Scripture history they have "already gone over, instances of violation of or compliance "with the commandments, always pointing out the truth "that 'in the keeping thereof there is great reward.' The "children search for these examples at home, and I don't "object to their receiving assistance from any in their "families." "The truths of the Shorter Catechism," says

the master at Kelvinhaugh, "are not presented in an "isolated or disjoined manner; they are taught on a "connected system, as thus:—I lead them to indicate the "outline or substance of one question from showing the "scope of one preceding it, on which it is logically de-"dependent, or which is naturally suggestive of it. In "many cases they can do this without assistance; but "when they fail, some simple illustration involving an appeal "to their own experience brings out the question required, "and so the links of connexion are learnt and kept in "memory." It may be added, that the teachers who succeed best in imparting the *knowledge* of religious truth, are the same who seem the most anxious to secure its influence in practice.

"To give a connected view of sacred history and doc-"trine," says the teacher of the parish school of Sanquhar, "I confine attention to successive portions of the Bible in "successive years, omitting such parts as may not be "necessary to preserve the connexion; and making of the "New Testament alone a two years' course." Others have adopted the same practice, following with their common pupils the same method which has been prescribed for pupil-teachers in the successive years of their apprenticeship. Under this method, there appears less of that disparity of progress which is so often seen in large classes, when the lessons have not been limited to certain defined portions of the subject. Perhaps, if such limitation were more frequent in the matter of religious knowledge, it might become practicable to extend to that subject the method of individual examination in its later stages.

IX. The "whole instruction of the school, as carried on "beyond the requirements of the Standards, consists of "three parts:—(1.) The more advanced stages of the subjects "of the Standards. (2.) The elementary branches of grammar "and geography. (3.) The non-elementary, as languages "and mathematics; religious instruction being common to "them all."

Reading

The three primary subjects of the Standards may, doubtless, be so treated as to yield a very large amount of instruction. (1.) This takes place upon the reading lesson, when that is so managed as to fix attention much upon the subject-matter. A subject-matter it must have, when it goes beyond the stage of monosyllables,—a plain intimation that the subject-matter must be treated as an inseparable part of the lesson. Now, the more the pupil learns to read with that sort of interest in the many excellent compilations

now to be found in schools, the more likely is reading to be his occupation afterwards; a prospective result to be always specially regarded in the tuition and training of the common schools. (2.) In the greater number of the schools some pupils are offered for examination in parts of arithmetic beyond the Sixth Standard; but, when they have proceeded so far, some knowledge of the principles on which they operate may be reasonably expected. Yet this is often wanting; and so, there is much liability to err in the calculations that have been learnt by rote. There are schools, it is true, among those now referred to, where this branch is taught from the outset upon the strictly *rational* method, and their number increases. In this part of their work teachers might find an excellent help in Lacroix's Arithmetical Principles of Arithmetic.

Among the encouragements to the more advanced instruction in the three primary branches, it may be noticed that the charge of school-pence, affixed to the earliest lessons, remains at the same small rate throughout the course.

X. The two elementary subjects not included under the Standards, and found in all the schools, have been generally as well taught as formerly. Usually, there is a slight addition to the school fee (1*d.* or 2*d.* weekly), payable for each; the exceptions are, when an unvarying deduction from workmen's wages at the mining stations (2*d.* weekly) entitles, as it always does, to all the instruction which the school affords; or when poor children are paid for by Parish boards, or by kirk sessions, or by benevolent individuals. The custom of heritors, under the Parish School Act, requiring free instruction for any, is to a great extent superseded by the parish boards, and is now well nigh in abeyance.

Geography. *Geography.*—The text-books commonly agree in arranging the subject-matters of this branch in the same order; and it might be supposed that the order there followed would determine that in which the subject should be taught. But very often such is not the case; the preliminary chapters on the natural divisions of the globe, its imaginary lines, parallels, zones, and generally the rudiments of mathematical geography, are passed over, or so slightly touched upon as to be straightway forgotten. In such instances, while there may be shown a considerable knowledge of the natural and political geography of several countries, the preliminary matters now referred to are unknown; a defect the more to be regretted, as the ease

with which they might be learnt equals their importance. Again, as formerly remarked, there is a disconformity more frequent betwixt the well-planned text-books and the teaching of this branch,—confined, as the latter often is, to one or two countries. For this and other shortcomings there is the prevailing reason, that the brief and partial attendance admits of nothing more.

For the same reason, the country chosen for the lesson is not treated so fully as in the text-books, but rather according to the school-room maps, showing well, indeed, the outlines and chief objects, but little more. Whereas. in some schools where circumstances allow more time for this branch, the method is to begin upon the school-room map with few names. Then the school atlas, so well filled and now so cheap, is in the hands of every pupil in the class. After this, comes some exercise on the blank map, or in the filling up of outlines drafted on the board, or in map drawing on paper, of which not a few schools show very commendable specimens. Something of the like variety and order in the teaching of this branch is very desirable for those of the common pupils who in any considerable number remain long enough at school; and always for pupil-teachers. The fuller knowledge so gained of but one or two countries would, from the nature of that subject, tend to make what has been learnt at school somewhat more likely to be serviceable afterwards.

Grammar.—A considerable number of the schools offer at least one class that may be said to have made a profitable progress in this branch; among these are several taught by females, as at Elsridgehill, Lamlash, Lochwinnoch, &c. This result is promoted sometimes by a knowledge of the Latin rudiments, sometimes by the teacher's own partiality to the subject, in one instance by the use of diagrams skilfully designed by the master; and sometimes by making the written abstracts of reading lessons the occasion of special instruction of this kind. Of the rest, a considerable number show a fair degree of progress in parsing,—which, of course, when it goes no farther, is of very limited use. Grammar.

The practice of the teachers differs as regards the time in the child's progress fittest for commencing this subject. Some, considering that notions of concord and government, doubtless very indistinct and imperfect, come almost as early in the use of the mother tongue as even the knowledge of verbal meanings, make a very early offer of the grammar-lessons; others defer them to a later period, it may be till

"the first principles of arithmetic and geometry can be "understood." But it may certainly be said, that when the pupil is set to write out, in his own words, an account of any interesting or useful matter, of which he has been reading, he should then be competent to any ordinary exercises of the kind.

Higher branches.

XI. The subjects beyond the elementary are introduced mainly to meet the desire of a portion of the pupils above the class of those "engaged in manual labour." The union of different classes in the same school has "some obvious "advantages besides those which are financial;"* and it has ever been characteristic of the common schools in Scotland. The following table shows some particulars in regard to those more advanced subjects in 134 of the schools:—

—	No. of Pupils.	Fees paid Quarterly.
Latin - - - -	603	2*s.* to 5*s.*
Greek - - - -	64	2*s.* to 7*s.*
French - - - -	367	1*s.* 6*d.* to 6*s.*
Euclid - - - -	255	2*s.* to 6*s.*
Practical Mathematics -	222	2*s.* to 6*s.*

The pupils here numbered are as many as they were before the New Code fixed the teacher's attention more upon the first elements. Some of the elementary subjects are often taken as matter of course, but each of the higher is distinctly chosen by the parent; only, it is noticeable that poor children who would not have had the advanced instruction are sometimes admitted to it, in reward of merit, as at the Nelson Institution, Paisley.

Among the schools now referred to, there are some in which both the higher and the lower branches are taught with very marked success, but generally in the higher the progress is not more than has been formerly stated, and the common reason is, that the school has not yet shared enough in that general improvement already noticed as in progress,—it remains under the charge of a single master inadequate, as any single master must be, to the whole compass of his work.

Besides the subjects now mentioned, others of the higher kind appear more rarely. These are, certain branches of natural philosophy, mechanics, pneumatics, chemistry, geology, and of natural history, animal and vegetable physiology, physical geography. The necessary apparatus

* Instructions to Inspectors.

of diagrams, models, &c. has often been liberally provided by the managers or patrons, and in one instance with aid from the public grant. But generally these advantages have not gained for the respective studies any prolonged or regular attention; which, indeed, cannot be expected from the short attendance and the great extent of the more necessary elementary course.

Log books. Registers.

XII. Some teachers show how easily, how completely, and usefully the due attention can be given to the keeping of their log books and school registers. But the latter in numerous instances, still admit of being framed to meet more readily and correctly the requirements of the Revised Code. In some, the plan of registration is rather too elaborate; in others, not complete. The several class rolls are not kept sufficiently distinct, and the averages, daily, weekly, and quarterly, are not calculated and entered at the proper time, but only after accumulations that increase the chances of inaccuracy. In these and other respects every teacher cordially accepts of any suggestions offered for the improvement of his practice.

Endowments.

XIII. A few years ago reference was made to several large accessions that had then taken place within the counties of the south-west by the Ferguson, Buchanan, and Alexander bequests. Others have occurred within the last twelve months; (1.) Mr. James Ewart, of Newton-Stewart, and Mr. John Ewart, of Liverpool, bequeathed the sum of 17,000*l.* for the establishment of a seminary in Newton-Stewart, partly free to those unable to pay for instruction, partly to "afford a superior education to the children "of the middle and upper classes at moderate fees." (2.) Mr. William Forrest, of Easter Meadowhead, bequeathed the sum of 150*l.* yearly for the education of 150 poor children in the parish of New Monkland, and 110*l.* yearly for bursaries at the university of Glasgow, to five young men belonging to the parishes of New Monkland, Slamannan, and Shotts, requiring aid, and giving evidence of future eminence. These five several endowments which have lately arisen for the six counties of the south-west are too considerable to pass unnoticed in any reference to the existing means of education within these bounds.

I have the honour to be, &c.

JOHN GORDON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Years* 1863 *and* 1864, *by Her Majesty's Inspector*, WILLIAM JACK, Esq., M.A., *on the* CHURCH OF SCOTLAND *and other* SCHOOLS *inspected by him in the Counties of* ARGYLE, AYR, DUMFRIES, KIRKCUDBRIGHT, LANARK, RENFREW, WIGTON, *and in the* WESTERN ISLANDS OF SCOTLAND.

MY LORDS,

I HAVE the honour to state that I was engaged during the first eight months of the year ending August 31, 1864, in the inspection of schools in Mr. Gordon's district, which comprised the counties of Lanark, Renfrew, Dumfries, Ayr, Wigton, and Kirkcudbright. My official connexion with the three counties first-named is now closed. The district now assigned to me includes, in addition to the three last-named, the county of Argyle and the Western Islands. Since taking charge of it, I have been occupied to a considerable extent with inspection in these localities. Owing to the press of work incident on the rearrangement of dates of inspection, I have not been able this year to overtake all the annual-grant cases there. In the three counties with which I was formerly familiar I believe I have visited nearly every annual grant school within the last few years.

The two years which supply the materials for my report have been full of uncertainty to Scotch schoolmasters. The Revised Code had been announced, and then suspended, so far as concerned Scotland. Later followed its actual introduction, but it had only been in operation six weeks when it was again suspended in elementary schools. Your Lordships however instructed us to inspect and examine these schools according to the standards which it prescribed.

Again, a measure had passed into law which to some extent altered the constitution and conditions of tenure of the parish schools of Scotland. A farther measure involving additional changes was introduced and withdrawn, and lastly, at the time of the latest suspension of the Revised Code in Scotland, a Royal Commission to inquire into the general subject of Scotch schools was promised, and is now sitting.

The disturbing effect of these influences has been less than might have been expected. To some extent, managers have been unwilling to incur expense for improvements, which a few years might make unsuitable, or which they might render it the duty of others to carry out. They have been very cautious about engagements with new

pupil-teachers; and the class out of which pupil-teachers are supplied have been unwilling to entangle their children in the chances of what they regarded as an unsettled profession. The number of new claimants for state assistance, though considerable, has been less than it would have otherwise been. Throughout this time of anxiety, however, the school work has continued to be fairly done. I do not think that the schoolmasters, under the influence of feelings which most of those who shared them now believe to have been exaggerated, have materially slackened in their zeal, or in loyalty to the profession they have chosen.

During the year just passed I visited 188 schools, containing 203 departments. The actual number present on the days of visit was 18,909, 10,254 being boys, 8,655 being girls. The average attendance throughout the year was 19,153, (a result so nearly agreeing with the number actually found present as to confirm the confidence I feel in the care with which school registers have in the main been kept). In these schools accommodation is provided for 24,363 children, at the rate of eight square feet per child.

My report is naturally divided into two parts, the *first* containing a statement of results actually obtained under the Revised Code in those parts of my district where it has been administered, the *second* giving a general estimate of the work done in the entire district, founded on the inspections under the Old Code, as well as on those which accompany examinations under the New.

The number of annual-grant schools which I have examined under the Code up to August 31, 1864, is 69, of these 35 were in Ayrshire, 1 in Wigtonshire, 20 on the mainland of Argyleshire, 7 in Islay, 4 in Skye, 1 in Lismore, and 1 in Mull.

I have paid some attention to the probable effects of the Revised Code in a pecuniary point of view. These, as indicated by our examinations, are of two sorts, collateral and direct. The amount of *state* aid under the old system might be represented roughly as 10*s.* per child per annum on the average attendance; as much more was obtained from *school pence;* and a third equal sum from *voluntary contributions and endowments.* How far will the changes made in the form, and in the amount of state assistance, tell *indirectly* in this district on the two other sources of school income?

I have reason to believe that in Glasgow many schools have at once raised their tables of fees. As far as I have heard, the effect has always been at first a diminution in

the number of scholars; but wherever the school has really approved itself in public estimation the register has begun steadily to creep up, and in a few months the schools are as numerously attended as before. But I have seen no indication of such a step in the district now under my charge, nor is it perhaps to be expected. The rates in the parish schools are fixed by the minister and heritors, and vary slowly with changes in the social condition of the people. These rates practically determine the common charges in all elementary schools. In the highland and island part of my district, especially in the latter, there is even less prospect of change. Many of the parents never think of paying fees at all. A country school which would produce 25*l.* of fees in the lowlands might probably give no more than 5*l.* in the Hebrides. Money is very scarce, and money's worth, except labour, which is not wanted, is often hardly more plentiful.

My observation does not enable me to offer any opinion as to the effects of the change on the amount of voluntary contribution.

In the mining and ironworks schools in my district such questions will readily adjust themselves. The main source of school income is a school rate levied on the workmen, and stopped at the pay office. Whether more money or less is to be required in future the school rate can readily be adjusted accordingly.

I have next to show the *direct* effects of the change, that is, what sums would actually have been obtained had the payments been made in my district on the principles of the Revised Code. I shall speak of them in this report, hereafter, as amounts actually obtained.

Thirty-two schools in Ayrshire, which I examined, gave the following results:—

Average Attendance.	Presented for Examination.	Passes on Examination.	Passes without Examination.
2,385	1,991	4,301	94

The total payment therefore amounted to 9*s.* 1*d.* per head on the average attendance. The deductions for non-fulfilment of Article 4 would probably reduce the amount by 5 per cent., leaving a net payment of 8*s.* 7½*d.* per head on the average attendance.

These schools were none of them ironwork or mining

schools. Except in four cases they were rural schools in the strict sense of the term, supplying a country population clustered round a village or hamlet. I shall group them as *lowland rural schools.*

I have made a similar calculation for ten highland rural schools in Cantire. I examined all the schools in that portion of the mainland of Argyleshire. It forms a peninsula similar in most respects to the country part of Ayrshire, from which a strip of sea forty miles in breadth divides it. It is farther removed, however, from any considerable centre of population, and it is only in its capital, Campbeltown, that Gaelic is not more familiar than English. I shall group these as *highland rural schools.*

This calculation shows a total payment of 8*s.* 3*d.* per head on the average attendance. The children belong perhaps to a class slightly poorer than in Ayrshire. Deducting 4 per cent. for non-fulfilment of Article 4, the net payments would be 7*s.* 11*d.* per head.

There was no other part of the mainland of Argyleshire where I examined all the schools; but as far as I could judge from what I saw of it, the results obtained in the islands of Islay and Skye, where I examined all my annual-grant cases, will give a fair idea of the state of education throughout the remote parts of Argyleshire. I deduct 2 per cent. in Islay, 1 per cent. in Skye, for non-fulfilment of Article 4. The result shows a net payment of 6*s.* 7½*d.* for Islay, and of 7*s.* 10*d.* for Skye.

It is necessary to add that circumstances this year made my visits to Islay appear to me less truly indicative of the actual condition of the schools than those in Skye. It is to be remembered, besides, that the fact that I visited my highland and island schools for the first time operated to their disadvantage.

I give these sums to show what *has* actually been obtained. But I may adduce several cases distinguished from their neighbours, so far as I could see, by no favouring circumstances but the unusual industry and fidelity of the teacher, to show how much *might* be obtained.

In one of my Skye schools I find—

Average Attendance.	Presented for Examination.	Passes on Examination.
39	35	89

the sum obtained being 9*s.* 10*d.* per head.

In one in Cantire—

Average Attendance.	Presented for Examination.	Passes on Examination.	Passes without Examination.
78	66	178	4

the sum obtained being 10*s.* 5*d.* per head.

In two Ayrshire schools I find—

—	Average.	Presented.	Passed.	Without Examination.
A. -	70	54	144	2
B. -	57	50	142	—

the payment being 9*s.* 8*d.* per head in the first case, 10*s.* 9*d.* per head in the second.

In the one school which I examined in Wigtonshire the payment was 10*s.* 5*d.* per head.

These are all strictly rural schools, and are doing their work in a way quite within the attainment of any thoroughly industrious teacher in similar circumstances. They are not selected as the best in my district, but as the fairest instances I can think of to illustrate how much may be reasonably looked for under the New Code where the master does his duty.

In all parts of my district then an industrious teacher *can* obtain under the Revised Code as much as 10*s.* per child on the average attendance. This year, from causes to which I shall advert afterwards, the average amount actually obtained has been considerably below that sum.

This conclusion, however, does not exhibit fairly the amount of pecuniary benefit that may be looked for from its operation in small rural schools. Let me compare the condition of the three schools last adduced under the Old Code and under the New.

Every one of them would have been entitled to claim a pupil-teacher. The state would have paid to each the same sum :—

£20 augmentation to master.
£15 salary of pupil-teacher.
£ 5 fee to master for training pupil-teacher

£40

The average attendances are 57, 70, 87.

In the first of these cases, as far as my experience goes, and I found on observations made under the Old Code, when such a school regularly had a pupil-teacher, as well as more recently since it has ceased to seek for one, the pupil-teacher was rather a hindrance than a help. There was not sufficient work for an industrious teacher and pupil-teacher, and the want of work produced its natural effect. I have not found such schools worse taught, I think I may say I have generally found them better taught, without a pupil-teacher.

In the second case it is quite possible, I think, for one man to do all the elementary work. It is more than possible, it is done. But I think the teacher who does it, does all that can be expected of him in the vigour of his youth, and I believe that in such a school a pupil-teacher need not lack employment.

The third case is that of a school which one man *can* work, but with great difficulty, and I think not permanently. In it I should generally expect to find a pupil-teacher under the New Code. Where the average attendance is 90 the Code makes it practically imperative to engage one.

The sums available for all the purposes of these schools from state funds under the Revised Code were—

£	*s.*	*d.*
30	12	3
33	16	8
45	6	3

If the master of the first work his school as it is now worked without a pupil-teacher he gains 5*l.* 12*s.* 3*d.*, and an hour and a half of leisure per diem, the school gains in efficiency, the state saves 9*l.* 7*s.* 9*d.*

If the master of the second work his school without a pupil-teacher he gains 8*l.* 6*s.* 8*d.*, the same extra leisure per day, and the state saves 6*l.* 3*s.* 4*d.*

Should he elect to engage a pupil-teacher he (or his pupil-teacher) loses exactly what the state saves. The efficiency of the school remains probably where it was.

The master of the third school will obtain 5*l.* 6*s.* 3*d.* more from the state than under the old system.

In all of these cases that system would have prevented the establishment of an evening school.

Should the master choose to employ the leisure saved by his release from his pupil-teacher in keeping one, he may generally add at least 5*l.* to his income, besides doing a benefit in his locality, which probably no other man can

confer on it. Where he still employs a pupil-teacher he may give him his lessons in the evening school.

The results actually obtained show then that in a pecuniary sense a school with from 40 to 70 children *well-worked*, will obtain more money under the Revised Code; one of from 70 to about 80 might be in very much the same position; and from 80 up to the point where it is felt necessary to engage a second pupil-teacher (under the Code it is *imperative* at 130, but might become advisable before that), better by 10*s.* per child above 80. This improvement in its financial position is not obtained by heavier payments on the part of the state, but by a saving of unnecessary expense. On the other hand a small rural school with under 40 scholars, however well-worked, would probably be worse financially under the New Code.

These cases exhaust what may be called *small* rural schools. They form the staple of my district, and I need not pursue the calculation further.

In estimating the work of a school, however, it is not enough to discover how much it might have earned under the Revised Code, we must inquire in addition in what manner the children were presented for examination. Your Lordships require them to be put forward according to classes, the highest class taking the highest of the standards chosen, the lowest class the lowest, the intermediate classes intermediate standards *in order*. The lowest class, above infants, invariably take Standard I., the highest class almost invariably, *at least* Standard IV. A school which presents its highest class in Standard IV., and has the great bulk of its children in the lowest standards, may get more money under the Revised Code than one where the children are ranged regularly from I. to VI., but may not deserve anything like equal credit. During this provisional year, when inspections only, not payments, are made according to the Code, the inspector's power to deduct tenths for unfair presentation remains in abeyance. At best it could only be exercised in serious cases.

I may illustrate what I mean by an example. Two schools in Ayrshire present their children as follows:—

—	I.	II.	III.	IV.	V.	VI.
A. -	14 per cent.	21	21	18	18	8
B. -	58 „	19	5	9	9	—

Had the first school been weak, and had the schoolmaster (in whose hands the arrangement according to standards is

practically left) been at all unfair, his mode of proceeding would have been very obvious. He would have thrown I., II., III. all into Standard I., IV. would have become II V. would have been distributed judiciously between III. and IV., VI. would have been presented according to V. His re-arranged presentation would have been—

——	I.	II.	III.	IV.	V.
A. re-arranged -	56 per cent.	18	9	9	8

almost identical with the presentation actually adopted by *B.* It is obvious what a difference this might make in his results. Six-sevenths of his school (all but the 14 per cent. originally in Standard I.) are tested in work decidedly below their strength, which therefore they can probably do with ease; Standards III., IV., and half of V. (48 per cent. of the scholars) ought to have been able for the work set them two years ago; II., VI., and the other half of V. (38 per cent.) one year ago. Yet it is not possible to say according to any *general rule* that *A.* is presenting his children too high, or *B.* too low. In fact *A.* would have drawn 9*s.* 10*d.*, even with his high presentation, and *B.* only 7*s.* 8*d.* The circumstances of schools differ between very wide limits. *A.* is a parish school, *B.* an ironworks school. *A.* is attended by the children of all the well to do and well brought up people of the locality, *B.* only by those of the migratory and improvident mining population. In spite of the *Mines Inspection Act,* the children in the latter case leave school very early; in the former many stay at school till they go to an office or to college. The supplementary rules issued by your Lordships accordingly would not interfere with such a presentation as that of *B.*, but the example indicates how wide a field is still left for the vigilance of the inspector.

I am quite aware that this is a difficulty which will diminish with every additional year of the Revised Code; but it is necessary to keep it constantly in mind in examining the following tables, showing the work actually done according to the standards.

In 34 rural schools in Ayrshire (*lowland rural*) the proportions presented were (*a*)— I. Ayrshire.

I.	II.	III.	IV.	V.	VI.
34 per cent.	23	18	13	10	3

Of those actually presented in each standard, there passed in the different subjects (*b*).

I.			II.			III.			IV.			V.			VI.		
Reading.	Writing and Spelling.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
84 per cent.	59	44	81	66	59	79	74	76	83	68	60	81	81	81	90	86	76

The next table shows the total per-centages *actually* obtained in each subject, in each standard, of the whole results obtainable by examination *according to the actual presentation* (*c*).

I.			II.			III.			IV.			V.			VI.		
Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
9·5	6·7	5	6·2	5·1	4·5	4·7	4·4	4·6	3·6	2·9	2·6	2·7	2·7	2·7	·9	·9	·8

Total per-centage actually obtained 70·5.

Of this total there were obtained by (*d*)—

Reading.	Writing and Spelling.	Arithmetic.	Total.
27·6	22·7	20·2	70·5

And by (*e*)—

Standard I.	II.	III.	IV.	V.	VI.	Total.
21·2	15·8	13·7	9·1	8·1	2·6	70·5

II. Cantire. I construct similar tables for 10 *highland rural* schools situated in Cantire.

The children were presented according to the following per-centages (*a*) :—

I.	II.	III.	IV.	V.	VI.
49	18	18	14	1	½

Of those presented there passed in each subject in each standard (*b*)—

I.			II.			III.			IV.			V.			VI.		
Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
79	55	46	73	47	42	81	55	64	93	78	78	100	33	33	50	100	100

The numbers presented in V. and VI. are so small as to render the results valueless.

The total per-centages *actually* obtained in each subject in each standard of the whole results obtainable by examination *according to the actual presentation* were (*c*)—

I.			II.			III.			IV.			V.			VI.		
Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
12·9	9·0	7·5	4·4	2·8	2·5	4·9	3·3	3·8	4·3	3·6	3·6	·3	·1	·1	·1	·1	·1

Total per-centage of actual to possible passes 63·4.

Of this total there were obtained by (*d*)—

Reading.	Writing and Spelling.	Arithmetic.	Total.
26·9	18·9	17·6	= 63·4

And by (*e*)—

I.	II.	III.	IV.	V.	VI.	Total.
29·4	9·7	12·0	11·5	·5	·3	=63·4

The next series of tables are for Islay (six schools). The children were presented according to the following per-centages (*a*):— III. Islay.

I.	II.	III.	IV.	V.	VI.
35	24	20	16	5	—

Of those presented there passed in each subject in each standard (*b*)—

I.			II.			III.			IV.			V.			VI.		
Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
69	56	31	94	31	56	86	72	76	83	63	50	87	87	100	-	-	-

The total per-centages *actually* obtained in each subject in each standard of the whole results obtainable by examining *according to the actual presentation* were (*c*)—

I.			II.			III.			IV.			V.			VI.			Total.
Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	
8·1	6·5	3·6	7·5	2·5	4·5	5·7	4·8	5·1	4·4	3·4	2·7	1·5	1·5	1·7	-	-	-	63·5

Of this total there were obtained by (*d*)—

Reading.	Writing and Spelling.	Arithmetic.	Total.
27·2	18·7	17·6	63·5

And by (*e*)—

I.	II.	III.	IV.	V.	VI.	Total.
18·2	14·5	15·6	10·5	4·7	—	63·5

IV. Skye. The last series of tables are for Skye (four schools). The children were presented according to the following per-centages (*a*) —

I.	II.	III.	IV.	V.	VI.
44	29	16	13	—	—

Of those presented there passed in each subject in each standard (*b*)—

I.			II.			III.			IV.			V.			VI.		
Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
90	37	39	92	85	46	100	93	67	100	100	100	–	–	–	–	–	–

The total per-centages *actually* obtained in each subject in each standard of the whole results obtainable by examining *according to the actual presentation* were (*c*)—

I.			II.			III.			IV.			V.			VI.			
Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Total.
13·2	5·4	5·7	8·9	8·2	4·4	5·3	5·0	3·6	4·3	4·3	4·3	–	–	–	–	–	–	72·6

Of this total there were obtained by (*d*)—

Reading.	Writing and Spelling.	Arithmetic.	Total.
31·7	22·9	18·0	72·6

And by (*e*)—

I.	II.	III.	IV.	V.	VI.	Total.
24·3	21·5	13·9	12·9	—	—	72·6

Before we can rightly appreciate these results, however, another question must be considered. We must ask ourselves what proportion of the average attendance has been presented for examination in each case. Two classes of circumstances may materially affect this proportion. The first comprise such as the weather and any strictly local incidents on the day of examination (that it is, *e.g.*, a "*fair*" day, or immediately after the "preachings," any occasional holiday or the annual vacation), and further the time of year fixed for the inspection. So far as these circumstances disturb results they may fortunately be set aside (eliminating local incidents) as regards the comparison

of the groups under discussion. The weather was almost uniformly fine, and the schools were *all* found in their summer condition, that is, more thinly attended than in winter, especially in the upper classes.

The number presented is affected in the second place by the choice of the managers, that is, in this case, of the teacher. Under the Revised Code permission is given them *not* to present any children, otherwise eligible for examination, they may choose. When payment is actually made according to the principles of the Code no inconvenience can result. Every absence produces the same effect on the payments as total failure. But at present the temptation is great to put forward only those thought likely to do credit to the school. Even should the inspector see reason to suspect a little weeding, he cannot readily prove it, and where it has been made judiciously, he will certainly not challenge it upon slight suspicion. The only test he can apply is this—what per-centage of the average attendance is actually presented for examination.

Applying it, I find that—

In Skye this per-centage was			64.
In Islay	„	„	64.
In Cantire	„	„	70.
In Ayrshire	„	„	80.

In the cases of the individual schools previously instanced as obtaining considerable sums under the Code, the per-centages were for the—

Skye school	90
Cantire	85
Ayrshire, A.	77
Ayrshire, B.	88
Wigtonshire	82

Taking these figures into account, and remembering that the general average (80 per cent.) for Ayrshire is made up from over 30 schools, I think I am justified in inferring that had all been presented who were really eligible, their number would have been regularly about 80 per cent. of the average attendance. Any inferences from the results actually obtained and tabulated above must be modified nearly in the proportion in which the per-centages for each group fall below 80.

Making this assumption, the total per-centages of the results *obtainable by examination* under the Code which were *actually obtained* are—

Ayrshire - - - - 70·5
Cantire $\frac{64}{80}$ of 63·4 - - - 50·7
Islay $\frac{64}{80}$ of 63·5 - - - 50·8
Skye $\frac{70}{80}$ of 72·6 - - - 63·5

In farther comparison of these groups, Tables (*c*) would be re-arranged thus,—

—	I.			II.			III.			IV.			V.			VI.			Totals.
	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	
Ayr -	9·5	6·7	5·0	6·2	5·1	4·5	4·7	4·9	4·6	3·6	2·9	2·6	2·7	2·7	2·7	·9	·9	·8	70·5
Cantire-	10·3	7·2	6·0	3·5	2·2	2·0	3·9	2·6	3·0	3·4	2·9	2·9	·2	·1	·1	·1	·1	·1	50·7
Islay -	6·5	5·2	2·9	6·0	2·0	3·6	4·6	3·8	4·1	3·5	2·7	2·2	1·2	1·2	1·4	—	—	—	50·8
Skye -	11·6	4·7	5·0	7·8	7·2	3·8	4·6	4·4	3·2	3·8	3·8	3·8	—	—	—	—	—	—	63·5

Tables (*d*) would become—

——	Reading.	Writing and Spelling.	Arithmetic.	Totals.
Ayr - - -	27·6	22·7	20·2	70·5
Cantire - -	21·5	15·1	14·1	50·7
Islay - - -	21·8	15	14·1	50·8
Skye - - -	27·7	20	15·8	63·5

Tables (*e*) become—

——	I.	II.	III.	IV.	V.	VI.	Totals.
Ayr - -	21·2	15·8	13·7	9·1	8·1	2·6	70·5
Cantire -	23·5	7·8	9·6	9·2	·4	·2	50·7
Islay - -	14·6	11·6	12·5	8·4	3·8	—	50·8
Skye - -	21·3	18·8	12·2	11·3	—	—	63·5

A final set of tables may be constructed to show what per-centages of *their own actual totals* have been obtained in each group according to *subjects* (*f*), and according to *standards* (*g*).

(*f*)	Reading.	Writing and Spelling.	Arithmetic.	Total.
Ayr - - -	39·1	32·2	28·7	100
Cantire - -	42·4	29·8	27·8	
Islay - - -	42·8	29·4	27·8	
Skye - - -	43·7	31·6	24·7	

(*g*)	I.	II.	III.	IV.	V.	VI.	Total.
Ayr -	30·1	22·4	19·4	12·9	11·4	3·8	100
Cantire -	46·4	15·3	18·9	18·1	·8	·5	
Islay -	28·7	22·8	24·6	16·5	7·4	—	
Skye -	33·5	29·6	19·1	17·8	—	—	

I do not think it advisable to dwell on any inferences drawn from the minuter details tabulated above. The fact that the groups of schools are small, though fairly selected, and the peculiar position in which they stood to the Code, would deprive such inferences of value. But there are three leading facts which these tables prove beyond question.

The *first* is this, that the teachers in the highland schools have been more afraid of the higher subjects than those in the lowlands, and have presented scarcely any children in work above Standard IV. The fact that in these lower standards they have failed to obtain a greater proportion of possible marks than was obtained in Ayrshire, where the upper children were working Standards V. and VI. (Table *c* shows that the per-centages obtained in the four first standards were—Ayr, 59·8; Cantire, 50·1; Islay, 47; Skye, 63·5) proves that they had correctly appreciated the capacities of their schools. Remembering that even in Ayrshire the proportions obtained in V. and VI. are not great, it is clear that, as far as regards reading, writing, spelling, and arithmetic, the older children in the highland schools are as much as a standard and a half, or 18 *months' work* behind those in Ayrshire.

The *second* fact is, that throughout (in the lowlands and in the highlands alike) reading is the subject for which the greatest number of passes is obtained, writing and spelling ranks second, and arithmetic third. In the lowland schools, however, the proportions obtained for writing and spelling, and for arithmetic, are more nearly equal to that obtained for reading than in the highlands and islands. It is to be remembered further that it is in these subjects far more than in reading that high presentation tells against a school.

The *third* fact is this, that in all cases the per-centage which passes in the first three standards is enormously greater than that in the last three. We find it stand as follows:—

——	I., II., III.	IV., V., VI.
Ayr - - -	71·9	28·1
Cantire - -	80·6	19·4
Islay - - -	76·1	23·9
Skye - - -	82·2	17·8

It must not be forgotten, however, that all the schools tabulated were examined in the *summer months*, a circumstance which tells specially on the number of their higher classes. Neglecting this circumstance for the present, we see that in Ayrshire five-sevenths, in Argyll and the Western Islands four-fifths of the work done is not higher than Standard III., that is, than short division, writing and spelling a sentence just read from dictation in single words, and reading a short paragraph from an elementary reading book used in the school. Now, *as a rule*, subject no doubt to considerable exception, children over nine years of age should be presented in Standard IV. and upwards. On the school registers of all the schools I visited during the year I find (excluding children under six years of age who are not presented according to standards)—

44½ per cent., or 9,206 under nine years of age.
57½ per cent., or 11,516 over „ „.

Were these children all sent to school at or before the age of six, and kept there regularly, the result would be, that in Ayrshire rural schools *two-sevenths*, and in Argyleshire rural schools *one-fifth* of the results actually obtained by the schools are in the higher standards, where in both cases we might fairly expect about *four-sevenths*. It is far from being true, however, that the children of the labouring classes are sent to school before or at six, or kept there regularly. Another table shows us that those who had been in the school in which the inspection found them, under three years numbered 14,867; those who had been there more than three years 5,972. If we make another assumption, then, which is as much in error in favour of the schools as the one made before was against them, viz., that all the instruction which may have been received before they came to the schools in which they were actually found may be set aside as if it had never been, we find that we are entitled to expect at least *two-sevenths* of the school results to be in the upper standards. This is the proportion actually found in Ayrshire, but is considerably above that found in Argyle and the islands.

The broad general result of the tables called (*c.*) and (*d.*) may be summarised in this way:—I assume that four-fifths of the children in average attendance are always presentable for examination. The tables are made up from examinations during the summer months, and under circumstances which induced no special effort to present every child. Notwithstanding my Ayrshire schools actually obtained *seven-tenths* of the part of the Revised Code marks obtainable had every child who could have been presented passed in every subject. Those in Cantire and Islay obtained *one-half;* those in Skye *five-eighths.* The difference is probably due to some extent to circumstances inseparable from the present condition of the highlands and islands; but the instances of individual schools in Skye and Cantire show, so far as they go, that there is nothing in these circumstances which need *absolutely* prevent highland and island schools from obtaining more than the proportion actually obtained on the average by the rural schools of Ayrshire.

I have already indicated, however, what it is now necessary to state explicitly. The suspension of the Code, so far as regarded payments, produced effects which diminish the value of these tables. I do not think that they adequately represent either the quantity or the quality of the work done in my district. The numerous unsettlements of the last two years all tended in the same direction. Under the Revised Code, as in every pass examination, there must be a good deal of what is vaguely called *cramming* to secure the amount of success fairly due to the knowledge possessed. The person preparing pupils for it must take the trouble to become accurately acquainted with the precise amount required, and must set himself for a little time preceding to ascertain by trials of his own how far his pupils possess it. If from any causes (such as have obtained this year in Scotland) he delay these needful preparations till the last moment, still more if, as happened occasionally after the suspension of the Code as to payments, he fail to make them at all, the results he obtains will not be satisfactory, will be lower that is than his pupils' real acquirements would lead one to expect. I think the teachers I have examined under the Code have been anxious, as a rule, to see how its introduction would really affect their schools. On the other hand, they have prepared a little languidly for the examination; in some cases they have scarcely taken trouble to inquire how much was required under each standard. I have had a class of children presented under Standard II. who had never tried the mul-

tiplication table, which is part of its work; and in Standard V. who had taken no pains to familiarise themselves with common weights and measures. In IV., V., VI. teachers have frequently explained the failures of their children on the ground that they had not practised them previously in writing on paper. I have no doubt that where such an omission had occurred it would produce frequent failures.

Had space allowed it would have been easy to have permitted the use of slates for rough drafts of answers to be afterwards transferred; but with only 8 square feet per child, and a limited allowance of desks at our disposal, it would have been impossible under such an arrangement to prevent copying. In an examination of young children in crowded rooms the danger of unfair copying is very great. I regard the practice as so demoralising, perhaps I ought rather to say that I think the opposite practice so healthy and health-giving, that I have introduced a plan by which I hope to extirpate it,—in each standard I have introduced examination cards. The set which I now use consists of three different coloured cards for each standard, with sums different, but nearly equal in difficulty. These cards are distributed so that no child has the same sums to work as his neighbour on either side.

In practically administering the Code there are many points on which an inspector must decide for himself. Thus, with respect to the reading books, I have been in the habit of accepting the book actually used by the class presented to me, in whatever standard it appeared, and selecting a passage out of the part which the children had already gone over, when that part was considerable enough not to have been specially prepared for the examination. I have not had occasion to complain in any case that too easy a book had been selected with a view to secure more passes. Accordingly, my pass mark in reading has generally stood for a little more than is strictly required according to the standards. I have had children (averaging from 8 to 9) presented in books which I should readily accept for Standards IV. and V. If the school suffers by this arrangement it is the master's fault, and one to which his attention cannot be too pressingly directed.

I do not know that I could describe my practice in dictation more accurately than in the words prescribing the standards; there is only one point with regard to which there ought to be no mistake. It is sometimes assumed that as the pass is said to be for *writing*, no note or less note will be taken of the spelling. In every standard

beyond the second, spelling is an essential part of the exercise. I am in the habit of selecting the passages for dictation from the class book, reading it over once while III. has the book open at the place, and once to IV., V., and VI., who sit and listen to the entire passage before they get it dictated to them by a few words at a time.

In arithmetic I have been in the practice of giving exercises in numeration and notation only in the fourth and upper standards. I have always thought that much time is lost in attempting to make children tolerably familiar with numeration and notation too soon, and certainly no exercises so readily bewilder young children as in these subjects.

I have had opportunity to observe that the work prescribed by the Code can readily be overtaken in a limited time. One of the Ayrshire schools I have formerly adduced may serve as an example. My report on it a year previously had been this—"school building not satis- "factory, low in the ceiling, badly ventilated. The "teacher who has only been in charge six weeks seems "to be making good way; but nothing more deplorable "could be conceived than the spelling of a class of great "boys of 12 or 13 years of age, the highest class in the "school. Their other acquirements are scarcely superior." Yet in this school, after a year's work the result of an examination under the Code is,—

I.				II.				III.				IV.			
Presented.	Reading.	Writing.	Arithmetic.	Presented.	Reading.	Writing.	Arithmetic.	Presented.	Reading.	Writing.	Arithmetic.	Presented.	Reading.	Writing.	Arithmetic.
23	20	23	22	-	-	-	-	15	14	14	15	12	11	11	12

Total presented 50; passes 142; average attendance 57; present on day of examination previous year 48; present on day of examination this year 70.

This work had been done I may say entirely in one year, by one hard-working teacher.

I may quote an instance of the stimulating effect which even under the present suspension of payment the Code appears to produce upon the elementary work in schools. I examined an ironworks school in June, and as I am in the habit of doing, left with the teacher a slip of paper showing the results of examination of which this is a copy.

I.				II.				III.				IV.				V.			
Presented.	Reading.	Writing.	Arithmetic.	Presented.	Reading.	Writing.	Arithmetic.	Presented.	Reading.	Writing.	Arithmetic.	Presented.	Reading.	Writing.	Arithmetic.	Presented.	Reading.	Writing.	Arithmetic.
111	57	64	56	36	28	20	19	9	9	7	9	18	11	2	13	16	12	12	12

In consequence of the redistribution of dates, I examined the same school in November with this result:—

I.				II.				III.				IV.				V.			
Presented.	Reading.	Writing.	Arithmetic.	Presented.	Reading.	Writing.	Arithmetic.	Presented.	Reading.	Writing.	Arithmetic.	Presented.	Reading.	Writing.	Arithmetic.	Presented.	Reading.	Writing.	Arithmetic.
88	79	82	76	21	20	21	20	16	13	13	12	18	17	15	9	9	9	9	9

The numbers in attendance on the former occasion were 289, on the latter 222. I received what seemed a satisfactory account of the reasons for the falling off in attendance; but in spite of it the passes had risen from 331 to 404. What is of even greater importance, the work throughout had been done very thoroughly, as the small number of failures shows, while five months before the numerous failures in every standard proved the school wanting in this very quality. This tendency to produce greater thoroughness of work seems likely to result generally from the operation of the Revised Code.

These results may be held to indicate what is called cramming. I can only say that it is cramming of a kind that is simply indispensable. In the two schools I speak of, the tone and spirit of the school appeared to me thoroughly healthy, the children looked equally earnest at work and at play. In the school visited in November I thought the tone of the school greatly improved during the five months which must have been devoted to cramming.

Before I pass to the remarks I have to offer based on my general inspection, there is one effect of the Code which I am compelled to report. In the redistribution of school dates for my district, I anxiously endeavoured to secure, so far as practicable, that every school should be visited in the month most suitable or least unsuitable for it. But my district is almost entirely rural, so that December, January, February, and March are the most suitable months abstractly for

all the schools. In re-arranging my work I was obliged occasionally to remove a school to a month less suitable to it, and I may quote an instance to show how seriously this may affect its pecuniary interest under the Revised Code.

A school formerly examined in May was transferred to November. It was examined under the Revised Code in both months. The results were—

	I.				II.				III.				IV.				V.				VI.				
—	Presented.	Reading.	Writing.	Arithmetic.	Presented.	Reading.	Writing.	Arithmetid.	Presented.	Reading.	Writing.	Arithmetic	Pacsented.	Reading.	Writing.	Arithmetic.	Pre-sented.	Reading.	Writing.	Arithmetic	Pr sented.	Reading,	Wrking.	Arithmetic.	Present.
May -	80	75	88	35	62	47	47	47	—	—	—	-	21	20	16	16	34	31	29	30	1	1	1	1	249
Nov. -	74	67	49	42	29	19	25	21	19	18	19	16	20	13	12	10	13	12	10	10	—	—	—	—	236

Total presented May 204, passes 436.
,, November 155, passes 343.

A glance at the comparative tables will show the nature of the change. The greater portion of the first class has left at the beginning of vacation, the younger children who have come in have not completed 200 attendances so as to be eligible for presentation. The school is the same, with the same school staff, the work has not fallen off, for the proportion of passes to presentations has increased. But the pecuniary difference to the school would be $93 \times 2s.\ 8d. = 12l.\ 8s.$, an absolute loss of school income. Even more than this loss the master regrets that he cannot show the inspector what work he is in the habit of putting his first class through before they leave his school.

I venture respectfully to submit that a great deal might be gained in Scotland by the introduction of a seventh standard. In my district the children on the registers in annual-grant schools may be grouped in the following way :—

Under Six.	Between Six and Twelve.	Over Twelve.
2,480	16,990	3,495
	The per-centages being	
11·8	74	15·2

After the complete introduction of the Code the children over twelve would in the main be excluded from its benefits. Yet it appears that here at least they constitute nearly one-sixth of the attendance. I understand the

policy which limits the number of standards to be founded rather on the assumed practice of the strictly labouring classes to remove their children from school before 12, than on any unwillingness on the part of the state to continue further assistance to them. In this country they have been habitually encouraged to keep them at school as long as possible. It appears from these statistics that they still do so to a considerable extent.

The children on the registers over 12 belong in the main to the labouring classes almost as strictly as those younger in years. In the rural parts of my district it is not common at present to find an evening school. In many cases the distances from school for a population scattered over a highland or moorland parish render it impracticable to attempt to hold one; but the same end is answered by the frequent habit of lads old enough to be hired for field work in the busy half of the farm year spending their other half year in school. These agricultural half-timers are claiming in their own way the benefits secured by recent legislation to half-timers in factories and mines.

It has always appeared to me unfortunate that the standards should stop short arithmetically at practice and bills of parcels. For educative purposes the rule of three is by far the most important in arithmetic. Proportion, with the connected subjects of interest and annuities, and mental arithmetic for those numerous occasions where every man has rapidly to form some decision affecting his pecuniary interests, would form a thoroughly practical supplement to the present sixth Standard. It might be reached, and in point of fact frequently is reached, with ease, by the children of the labouring classes.

No higher test perhaps could be applied to simple reading, writing, and spelling than that of Standard VI. But there are two subjects which seem to me strictly within the reach of a labouring man's child at school, those of *grammar* and *geography* practically taught and confined to what is thoroughly useful. Instead of the exercise in writing and spelling now prescribed, let Standard VII. write a letter or a short essay or description with not more than two mistakes in grammar in ten sentences. Instead of the exercise in reading, let me suppose them examined in the general geography of Great Britain, and the special geography of the county in which they reside.

The idea which I have set before myself as to the secular education practicably attainable by a labouring man's child in this district is, that before he leaves school he should be

able to read an ordinary newspaper paragraph at sight, to write a fairly grammatical and well spelt letter on a common subject, to work on his slate or in his head any such ordinary sum as he might meet with in practical life, and to show a fair acquaintance with the geography of his own country and neighbourhood. More I do not think systematically attainable. Subject to numerous exceptions from the conditions of labour in mining and manufacturing districts, I find this extent of attainment not uncommon in good schools.

I confess that I do not attach so much importance as is usual to English grammar as an educative instrument in elementary schools. Of its two forms, "parsing" and "analysis," I think the former the more useful and practical. A portion of a sentence can frequently be "analysed" in half a dozen separate ways which are equally correct. Haphazard answering has many chances which it cannot have in simple parsing, and any subject very open to haphazard answering should be discarded from the programme of an elementary school. Parsing and concord are a kind of child's Euclid, and may in a distant way supply its place. But even they seem to me frequently to occupy the field which should be clear for more useful work. Where there is time to teach them fairly well, they are useful, and I think should scarcely be omitted. In many schools where the children leave early, and in all schools for all the children likely to leave too soon to enable them fairly to master them, the time spent on the subject seems time wasted. "A little grammar" appears to me to be of no use whatever.

The fault I have to complain of most in the teaching of geography is of the opposite description. There is a class of schools in which it is fair to say that South America is the favourite map. The children are familiar with Venezuela, Ecuador, and the names of the tributaries of the Amazon or the La Plata, but cannot point out Glasgow or Liverpool. The master attacks his subject as it might be well to do were his pupil an inhabitant of another planet in whose company he happened to be approaching the earth; when it might be proper to begin by informing him first of the globular shape of the earth, of the millions of square miles of land and of sea, and of the general shape and outlines of the four quarters of the globe, and when it might be out of place to touch too soon upon the subject of Great Britain or any little special county in it; but his pupil is a child whose first ideas of geography are

taken from the nearest village, rivulet, and hill, and who by the time his teacher has got him past South America with its hard names is off to the engrossing labour of a working man's life. He has already acquired ideas of space and locality for himself. Why should his master not condescend to start hand in hand with him from his familiar home centre, and show him afterwards, if he has time for it, how large is the world?

On the subject of *reading* I have to echo complaints frequently made by my colleagues in former years. So far as *mere pass work* goes, the reading in my district is not unsatisfactory; but it is to be remembered that a pass mark does not signify, except in the highest standards, that the reading is spirited or expressive. It is in these respects I have to complain of it. No remedy I have seen tried is so effective as the frequent reading of the passage which is the subject of lessons by the teacher or pupil-teacher in presence of his class. In one school the plan adopted, with excellent results, is this,—the teacher in charge first reads three or four sentences in correct time and with proper emphasis, then the entire class reads the same passage simultaneously; next, three or four, first one and then another, are chosen to re-read the same passage, and so on with the lesson.

I have spoken of the pupil-teacher in charge reading the passage as it ought to be read. It is too frequently the case that he is unable to do so; but I am convinced that as standard V. will help to improve the reading in our elementary schools in expression—the regulations which prescribe that the pupil-teacher shall annually commit to memory and repeat to the inspector a passage of poetry—will tend to the improvement of his reading.

I am anxious to press on the attention of schoolmasters and managers the importance of a little attention to *singing*. It is not necessary to teach it in any elaborate way or to spend much time over it. An hour or two half hours a week of systematic training is enough to enable school children to sing very fairly, and the introduction of an occasional hymn or song during work freshens the energies of every one. In some ironworks schools a regular music master is engaged, and the effect produced in a short time is wonderful. Where neither the teacher himself nor any of his elder pupil-teachers can sing, it is frequently practicable to engage the leader of psalmody in the church. Wherever the teacher can, however, and I believe most of our trained teachers can, considerations of economy and

of convenience unite in pointing him out as the most suitable teacher of music. I have never found the other work of the school suffer in the least from the practice of singing. As long as it does not, it is reasonable to urge on schoolmasters the importance of bringing to bear on the masses of the people in early life the civilising and elevating influences of good music.

The progress made in *sewing* and *knitting* during the year has been very considerable. In Scotland, *mixed schools under a master* are the normal type. A mistress is seldom entrusted with the charge of boys above eight or nine years of age. The regulations requiring sewing and knitting consequently caused considerable difficulty here. A school large enough to employ a certified mistress as an assistant under the master generally did so. The new regulations which will allow an uncertified mistress to be reckoned as sufficient to teach up to 40 infants under a certified head master or mistress, will meet the needs of a large class of schools unable to provide for a certified mistress. Schools still smaller have generally surmounted these difficulties in some way, the master's mother, wife, or sister frequently taking charge of the sewing. I do not know of any instance where the managers have replaced a certified master by a certified mistress.

During the past two years *sewing* has rather fallen back. The high price of cotton is one cause, but there is a permanent temptation to spend more time on knitting than on sewing. The former art can be learnt by a little girl in a comparatively short time, the latter is difficult, and branches out into a great many sub-departments. To encourage the practice of sewing, I have requested the mistress to make each girl prepare, before my visit, specimens of all she can do in sewing on a piece of cloth four inches square, and to attach to it a slip of paper giving the name and age of the girl and the time she has been under sewing instruction. I take these pieces of cloth with me and submit them to the judgment of a practical person, and by their number and her report on the quality of the work am enabled to confirm or correct my own estimate of the sewing power of the school.

I have been in the habit of urging mistresses to teach, at least their elder girls, shaping and cutting out, first on paper, afterwards on cloth. The practice is now becoming pretty general in the district.

As far as my own observation goes, fancy work is almost entirely given up in schools under inspection. Very little

of it, at all events, is shown to me, but I believe the only way to banish it, so far as it is needful that it should be banished, is to increase the requirements in plain work, such as *sewing*, *knitting*, and *shaping*.

I have left to the last the few remarks I have to offer on the subject of religious knowledge. In this district it is taught in two ways, through *Bible Narrative* and the *Shorter Catechism*. It is the practice in Scotland, based on the convictions of all the Presbyterian sects of the country, to expect that a child should be so familiar with this catechism, as to be able to repeat the answer to any question correctly before he leaves school. I think that most of the schools in my district meet this expectation. I do not think that in general they endeavour or (generally) profess to go beyond it. I have rarely had satisfactory answering when I attempted to discover whether the elder pupils really understood the words they repeated. At the same time, there may be more knowledge and more thought on the subject than these elder pupils can readily express. A boy's theological vocabulary is wanting in synonyms, and the beginnings of thought on such matters are frequently accompanied by a reticence, which renders expression more than usually difficult.

The *Bible Narrative* commonly taught includes that of Genesis, and of the Gospels, and the lives of Moses, Saul, David, and Solomon. I still occasionally find the list of the wanderings of the children of Israel, or the catalogue of the Kings of Israel and Judah. But these are in the main relics of an extinct period. I think the Bible Narratives are taught in general with creditable discrimination. From them, chiefly, is drawn the distinctively moral and religious teaching of the schools. I have seldom heard a lesson urged, or a doctrine enforced, which would be likely to alarm any religious susceptibilities common in Scotland. The peculiarities of Presbyterian Calvinism are found in the Shorter Catechism, not in the narratives of the Bible. It has always, I believe, been the practice, as it certainly is at present in the parochial schools, that the Catechism is not taught to the children of Roman Catholics, Episcopalians, Unitarians, or of any who conscientiously object to it.

The Bible Narrative is occasionally supplemented by an exercise of this kind. A certain doctrine is stated on the Friday afternoon; "proofs," that is, texts from Scripture, stating or illustrating it, have to be sought for, and committed to memory by the first class before Monday. The result is a valuable familiarity with Scripture texts.

A further exercise is less frequently practised than it used to be, the repetition of passages of the metrical version of the Psalms, or of the Scotch Paraphrases. I confess that I regret its comparative decline. Taken in easy portions, judiciously selected, they filled the memory with the sublimest of all religious poetry, and became a part of the unchanging possessions of the mind.

I have inquired, when I have had opportunity, as to the effect of the Mines Inspection and Regulation Act of 1860. As far as I can learn it has had scarcely any result in the mining district of Ayrshire. In some of the pits a workman gets as his week's wage a share of the value of the output. A boy who works with him may get a quarter share or more. In these circumstances the temptation to take the boys down is very considerable. In most of the pits here, however, each miner gets what he can make, and he takes his son down only when he can really assist him in his underground labour. Where the minerals are difficult to work a boy is of little use, except to fill the hutches, and open and shut the air doors. Where they are easy he can assist materially. The employment of boys under ground appears to be regulated mainly by these conditions of labour. A master in a large ironworks school (over 400 children) states that he has had not more than two applications for certificates since the Act began, while he has no doubt there are boys under 12 in the pits to whom he could not give certificates. In another case the master has never been asked to give the certificate the Act requires; in another a few times. In no case have I been informed that in the judgment of the schoolmaster the Act produces any perceptible effect upon school age. In an ironworks school, selected at random, I give the ages—

Boys between five and seven -	81	*Girls* -	57
„ above seven - -	87	„ -	96

Over the district the general figures would give

Children between *five* and *seven* - -	4,410
„ above *seven* - - - -	19,784

The general average showing that one child in five at school is between five and seven, the particular case showing that one boy in two, and one girl in three, is of that age in an ironworks school taken at random.

I have the honour to be, &c.

WILLIAM JACK.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector*, D. MIDDLETON, Esq., M.A., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS, *inspected by him in the Counties of* PERTH, DUMBARTON, *and* CLACKMANNAN.

MY LORDS, Stirling, January 18, 1865.

I HAVE the honour to lay before you my General Report for the year ended August 31, 1864.

Till the end of April I was employed in my old district, which is now divided between Mr. Kerr and Mr Black. In the course of inspection the schools showed no features different from those described in my former reports,—except that they were providing to meet the requirements of the Revised Code. The number of pupil teachers was diminishing. A broader basis of classification than mere *reading-power* was beginning to appear. The younger classes were getting increased attention. Some of the far-sighted teachers had already put their schools through specimen Revised Code examinations. For the coming struggle most were buckling on their armour,—the strong with hope, the weak with fear. Indeed, a number of the schools were, in advance, fairly ready for the new mode of examination; and wherever such was the case I adopted it in a modified form—for the double purpose of making the teachers and myself familiar with it. Having so long recommended and encouraged *dictation*, and *slate-writing* down to the youngest child, and *rational arithmetic* as distinguished from *rote unreasoning cyphering*, and the *careful cultivation of the younger classes as the basis of all upper excellence*, it was a gratification to receive from so many teachers an acknowledgment of the value of these early suggestions, now that a rigidly exact form of examination is the rule from the highest to the lowest class in their schools. No school that I visited had more thoroughly reduced these suggestions to practice or was in better condition for the new form of examination than the Aberdeen West Parish (Boys') Sessional School. Old district.

It would be untrue to fact and to feeling, to part from my old district without here expressing my warm and lasting sense of the great kindness I have met at the hands of the lay and cleric patrons of education, and of the loyal spirit of the teachers, their sympathy in my mission, and their willingness to try whatever new methods came recommended by my experience.

New district. At the beginning of May I entered on charge of the new district assigned to me by your Lordships. It comprises the counties of Perth, Stirling, Linlithgow, Dumbarton, and Clackmannan. I return to known ground and old friends, but many of the schools now under inspection are new to me. My change of district was coincident with the introduction of the Revised Code into Scotland, and my work in this district has been all in strict conformity with its provisions. I proceed to give an analysis of this work. One school, examined for a half year's grant in my old district, is not included.

Work under Revised Code. I examined 66 schools in the counties of Perth, Dumbarton, and Clackmannan. There were 4,487 children present, or an average of 68 in each school. Of these, 2,928, or 65 per cent., as being above six years of age and having completed 200 attendances, were examined. They were "entered" on the "Examination Schedule as follows:—

Per-centage of children in each "Standard."

34 per cent. in Standard I.	18 per cent. in Standard IV.
22 per cent. in Standard II.	5 per cent. in Standard V.
19 per cent. in Standard III.	2 per cent. in Standard VI.

Hence it appears that 56 per cent., or more than one half, were entered for purely infant work, and that only 25 per cent., or one fourth, were entered in the three upper Standards, to do their work on paper. There is no doubt that, for their age, the children were "entered" low. This was a wise caution at a new and much dreaded examination. But a stronger motive than even our proverbial caution was found in the fact, that *arithmetic* and *infant-writing* were subjects on which most teachers had only too good reason to be nervous, for, low as the children are "entered," the failure in these two branches turns out to be very heavy.

Filling of "Examination Schedule." I had a great deal of unnecessary trouble with the "Examination Schedules," though I forwarded them two or three weeks before my visit, foreseeing the difficulty of filling them and the inconvenience of finding them not filled. Some teachers had made no entry at all. Others, after the suspension of the Revised Code, had entered only their *strong* scholars and omitted the *weak*, and much time was lost in getting the list of children that had been 200 times present completed. In insisting on this, perhaps I exceeded the *letter*, but I hope not the *spirit*, of my instructions. While schools in Scotland are in the anomalous condition of being paid according to the *Old* Code and examined according to the *New*, it would save time to Scotch Inspectors if the managers were instructed by your Lord-

ships to enter on the "Examination Schedule," irrespective of the *grade* of the parents, *all* their scholars who during the past year had completed 200 attendances. Unless this be done, the accuracy and uniformity of the returns may be distrusted without hesitation. For, in the present "Supplementary Rules" (Rule 5) it is intimated that "The managers need not present all the scholars who in "each class are qualified for examination by number of "attendances." While the option is thus left authoritatively clear, and while teachers have no money to lose and have name to gain by the omission of *weak* or *doubtful* scholars, it is easy to see which alternative will naturally rule the filling of the "Schedule."

The subjoined TABLE shows the results of my examinations in *Passes*.

I. PASS TABLE.

PASS TABLE in *numbers*.

	Number of Children examined.	Number of Children that Passed.			
		In *Reading*.	In *Hand-writing*.	In *Writing* and *Spelling* to *Dictation*.	In *Arith-metic*.
In STANDARD I. -	990	929	535	—	594
„ II. -	661	645	609	—	387
„ III. -	576	565	—	431	413
„ IV. -	507	507	—	390	359
„ V. -	145	145	—	119	118
„ VI. -	49	49	—	40	36

Here, the fact may be noted, that the Dunkeld Duchess of Athole's Female School is the *only* one in which *every child "presented" for examination "passed" in* ALL *the "branches."*

Only *one* school in which *every child "presented" "passed"* in ALL the *"subjects."*

The next TABLE shows the same numerical results in *Failures*.

II. FAILURE TABLE.

FAILURE TABLE, in *numbers*.

	Number of Children Examined.	Number of Children that Failed.			
		In *Reading*.	In *Hand-writing*.	In *Writing* and *Spelling* to *Dictation*.	In *Arith-metic*.
In STANDARD I. -	990	61	455	—	396
„ II. -	661	16	52	—	274
„ III. -	576	11	—	145	163
„ IV. -	507	—	—	117	148
„ V. -	145	—	—	26	27
„ VI. -	49	—	—	9	13

The next TABLE shows the same results of failure in *Per-centages.*

FAILURE TABLE, in *per-centages.*

III. FAILURE TABLE.

	Per-centage of *Failure.*			
	In *Reading.*	In *Hand-writing.*	In *Writing* and *Spelling* to *Dictation.*	In *Arithmetic.*
In STANDARD I. - -	6	46	—	40
„ II. - -	2	8	—	41
„ III. - -	2	—	25	28
„ IV. - -	—	—	21	29
„ V. - -	—	—	17	18
„ VI. - -	—	—	18	26

Reading. A glance at these TABLES discovers the weak points in the schools. It is manifest that *reading* is far ahead of the other branches. Of 2,928 children examined, only 88, or 3 per cent., failed. Yet it would be an error to infer that reading was unusually good. It was, on the whole, not so. The fact is, that the children were "entered" very low in consequence of their *other* deficiencies, and children, whose age and school attendance should have fitted them for Standards III. or IV., had an easy task in the humble *reading* prescribed in Standards I. or II.

Infant-writing and *infant arithmetic.* Bearing this fact in mind, the next three facts are at once remarkable and suggestive, viz.:—1*st, that of* 990 *children examined in Standard I.,* 455, *or* 46 *per cent., failed to write the* 10 *digits* and the *letters of the alphabet;* 2*nd, that in the same Standard,* 396, *or* 40 *per cent., failed to add and subtract mentally numbers up to* 10; and 3*rd,* that of the 661 examined in Standard II., 274, *or* 41 *per cent., failed to add and subtract simple numbers; and to repeat the multiplication table.* Here the fact may be recalled, that the children examined in these two purely infant standards amounted to 56 per cent., or more than one-half of the whole.

Dictation. In Standards III., IV., V., VI., 1,277 children, or 44 per cent. of the whole, were examined in *dictation.* Of these only 297, or 23 per cent., failed. This I consider, on the whole, a very satisfactory result, and I hesitate not to put it down mainly to the credit of government inspection.

Arithmetic. In *arithmetic* the failure is heaviest in the two lowest standards, but, considering the indulgent condition of *pass* ("one sum correct and the others right in method"), the

failure throughout cannot but be considered unnecessarily high. Of the entire number of 2,928 examined, no less than 1,021, or 35 per cent., failed. This large percentage of failure is to me very striking, with my knowledge of the incessant efforts that have been made for a dozen of years to elevate *arithmetic* from being confined as a luxury to the highest class in a school, and from being so often a mere rote trick of memory and show-day reproduction of crammed book sums. The difficulty, however, of getting this branch taught practically and pervasively is acknowledged by all inspectors. And, my wonder at the above result of labours,—which I know and have shared,—is diminished, when I remember that, of the many schools I have now examined over Scotland, not less than nine-tenths were at my first visit deficient in *arithmetic*. The deficiencies were in degree, it is to be hoped, greater then; but in kind they were exactly what this examination proves them to be now:—1st, ignorance of elementary principles and practical applications; and 2nd, want of pervasiveness down to the youngest classes.

I now add a MERIT TABLE which shows the competitive standing of all the schools, except one—a purely infant and sewing school, which, for obvious reasons, is omitted. The female schools are subjected to the same rigid ordeal of calculation as the others, though, in consideration of the greater prevalence of the infant and purely sewing elements in them, and the daily subtraction from their intellectual work of the time devoted to *industrial training*, it would have been only just to have added to their *marks*, say, one-eighth of the recorded numbers. If this had been done, the Dunkeld Duchess of Athole's Female School would have been second on the list, the Cumbernauld South Muirhead Female School would have been eighth, the Alyth Girls' School 32nd, the Errol Female School 34th, the Kincardine Baroness Keith's Female School 45th, the Dunning Female School 49th, the Clackmannan Female School 55, the Alloa Female School 64th. But in a competitive TABLE the justice of such an addition might have been questioned by some. MERIT TABLE.

The MERIT TABLE is constructed on a fourfold analysis of the *examinations*:—I. *Marks for discipline* (in reducing this vital part of school merit to numerical value, I assume *good*=1, adding ·2 or $\frac{1}{5}$ for every *step* above, and subtracting ·2 for every *step* below this standard: thus, *excellent*=1·40, *very good*=1·20, *good*=1·00, *very fair*=0·80, *fair*=0·60, *fair to moderate*=0·40, *very moderate*=0·20). Its construction.

II. *Proportion of marks gained for each child examined.* III. *Proportion of marks gained for each child present.* IV. *Proportion of marks gained in the three upper standards for each child examined.* This is the justest mode I can devise of striking a balance of merit, where there was so much diversity in the way of presenting the children, both as to numbers and standard. These four columns of *marks* stand independent. They are distinct views of the special and comparative merits of the schools. In adding the *merit marks* for the *sum of merit*, the decimal point is discharged as no longer necessary. The *sum of merit* determines the *order of merit*. *Number present, number examined,* and *month of visit* are given for reference merely.

MERIT TABLE.

Names of Schools in ORDER OF MERIT.	Merit Marks.				SUM OF MERIT.	Number present.	Number examined.	Month of Visit.
	Marks for Discipline.	Proportion of *Marks* for each Child *examined.*	Proportion of *Marks* for each Child *present.*	Proportion of *Marks* above Standard III. for each Child *examined.*				
1. Monzievaird P.S.	1·40	2·94	2·23	1·15	772	112	85	May.
2. Logierait P.S.	1·20	2·72	2·57	0·72	721	38	36	May.
3. Alva Subscriptions.	1·40	2·70	1·51	1·20	681	107	60	July.
4. Meikleour G.A.S.	1·20	2·74	2·36	0·51	681	36	31	June.
5. Dunkeld, Duchess of Athole's Female S.	1·40	3·00	2·00	0·40	680	43	30	May.
6. Creiff, Taylor's Institution.	1·20	2·75	2·24	0·60	679	157	128	June.
7. Moulin P.S.	1·20	2·80	2·07	0·71	678	57	42	May.
8. Kennet Village S.	1·40	2·62	2·05	0·68	675	37	29	August.
9. Port of Monteith P.S.	1·20	2·57	1·86	0·95	658	29	21	July.
10. Pitlochry G.A.S.	1·40	2·73	1·85	0·60	658	34	23	May.
11. Killin P.S.	1·20	2·54	2·39	0·38	651	33	31	May.
12. Almondbank G.A.S.	1·40	2·73	1·97	0·29	639	94	68	June.
13. Rattray P.S.	1·20	2·51	1·55	1·05	631	142	88	June.
14. Cardross P.S.	1·20	2·31	1·69	1·04	624	83	61	July.
15. Trinity Gask, P.S.	1·00	2·75	1·15	1·25	615	19	8	June.
16. Comrie P.S.	1·00	2·45	1·73	0·95	613	96	68	May.
17. Blair Athole P.S.	1·20	2·55	1·50	0·87	612	83	49	May.
18. Dunning P.S.	0·80	2·60	1·82	0·82	604	73	51	June.
19. Dull P.S.	1·00	2·68	1·62	0·72	602	48	29	May.
20. Cumbernauld South Muirhead Female S.	1·40	2·25	1·86	0·50	601	58	48	July.
21. Ardoch P S.	0·80	2·53	1·87	0·81	601	66	49	June.
22. Clunie P.S.	1·40	2·69	1·43	0·48	600	73	39	July.
23. Arrochar P.S.	1·20	2·52	1·68	0·52	592	51	34	July.
24. Abernyte P.S.	0·80	2·74	2·08	0·27	589	67	51	June.
25. Tullibardine, Ch. of Scot. S.	1·00	2·41	1·85	0·61	587	47	36	June.
26. Kincardine in Menteith, P.S.	1·20	2·54	1·80	0·32	586	100	71	July.
27. Knockderry S.	1·20	2·36	1·82	0·46	584	34	26	July.
28. Kinnaird, P.S.	1·00	2·48	1·84	0·43	575	50	37	July.
29. Killiechonan G.A.S.	1·00	2·33	1·59	0·80	572	22	15	May.
30. Aldgirnaig G.A.S.	0·80	2·50	1·62	0·80	572	40	26	May.
31. Lochearnhead G.A.S.	1·00	2·31	1·83	0·57	571	24	19	May.

Names of Schools in Order of Merit.	Merit Marks.				Sum of Merit.	Number present.	Number examined.	Month of Visit.
	Marks for Discipline.	Proportion of *Marks* for each Child *examined.*	Proportion of *Marks* for each Child *present.*	Proportion of *Marks* above Standard III. for each Child *examined.*				
32. Kirkmichael P.S.	1·20	2·09	1·09	1·18	556	63	33	July.
33. Aberuthven Subscription S.	1·20	2·29	1·10	0·95	554	50	24	June.
34. Inchture P.S.	1·00	2·35	1·73	0·45	553	57	42	June.
35. Kinloch Rannoch P.S.	1·00	2·21	1·65	0·63	549	44	33	May.
36. Alyth P.S.	1·00	2·19	1·67	0·61	547	106	81	June.
37. Cargill P.S.	1·00	2·31	1·78	0·35	544	70	54	June.
38. Blairgowrie P.S.	1·00	2·31	1·66	0·46	543	161	116	July.
39. Auchterarder Sheddon's S.	1·00	2·15	1·51	0·77	543	102	72	June.
40. Clackmannan Ch. of Scot. S.	0·60	2·77	1·73	0·30	540	112	70	August
41. Little Dunkeld P.S.	1·00	2·56	1·41	0·40	537	80	44	May.
42. Forestmill S.	1·20	2·00	1·66	0·48	534	30	25	August
43. Amulree Society S.	0·80	2·70	1·17	0·60	527	23	10	May.
44. Luss P.S.	1·00	1·89	1·62	0·70	521	43	37	July.
45. Weem P.S.	0·40	2·25	1·76	0·72	513	55	43	May.
46. Alyth Girls' S.	1·20	2·21	1·13	0·48	502	170	87	June.
47. Errol Female S.	0·80	2·22	1·36	0·55	493	80	49	June.
48. Auchterarder Townhead S.	0·60	2·07	1·64	0·59	490	97	77	June.
49. Ruthvenfield S.	1·00	2·87	1·00	0·00	487	23	8	June.
50. Strowan Society S.	0·80	2·21	1·14	0·64	479	27	14	May.
51. Strone of Cattie G.A.S.	0·80	1·76	1·51	0·71	478	49	42	June.
52. Kincardine-on-Forth, Baroness Keith's Female S.	0·80	2·58	1·05	0·28	471	96	39	July.
53. Collace P.S.	0·60	2·58	1·14	0·25	457	54	24	June.
54. Dunkeld Royal S.	0·40	2·38	1·43	0·27	448	30	18	May.
55. Old Kilpatrick P.S.	0·80	1·84	1·26	0·56	446	95	65	July.
56. Dunning Female S.	0·80	1·83	1·11	0·62	436	89	54	June.
57. Garelochhead Public S.	1·00	1·55	1·06	0·75	436	29	20	July.
58. Strachloch G.A.S.	1·00	1·54	1·24	0·51	429	41	33	May.
59. Methven P.S.	0·60	1·78	0·94	0·80	412	87	46	June.
60. Clackmannan Female S.	1·00	1·91	0·95	0·16	402	48	24	August.
61. Kinbuck Village S.	0·40	1·92	1·42	0·25	399	38	28	July.
62. Cumbernauld P.S.	0·20	1·87	1·42	0·38	387	92	70	July.
63. Cumbernauld Female S.	0·20	1·82	1·07	0·43	341	39	25	July.
64. Coalsnaughton S.	0·60	1·52	0·84	0·09	305	99	55	August.
65. Alloa Infant and Juvenile (Female) S.	0·40	1·56	0·82	0·00	278	171	90	July.

What the Merit Table measures.

This Table does not measure the capacity of the teachers, their scholarship, or their incomes, in the *Order of Merit.* It is not influenced by month of visit, locality of school, grade of certificate, or scale of fees. It marks no difference between highland school and lowland school, town school and country school, large school and little school. All orders and conditions of schools are sown over the Table, apparently, with the broad-cast hand of chance.

But it measures, I believe pretty accurately, something that the public desire more to know, namely,—in what comparative degree the schools are fulfilling their main mission, by training children to habits of order and honesty, and by giving them sound instruction in the essential elements of an English education.

"Higher branches." It is true that we in Scotland are, with reason, proud of higher branches in our common schools than the Revised Code reaches up to. Wherever time permitted, I tested these "Middle Class" branches by oral examination. I need not say on which foundation, the firm or the feeble, I found them strongest, or to which moiety of the MERIT TABLE I should direct an inquirer who wished to meet them in any considerable force.

Grants under Old Code not affected by wide range of *merit*. In the *Sum of Merit* column there is a graduated and remarkable range from the *maximum* 772 to the *minimum* 278. It is no less remarkable that these schools have hitherto, under the Old Code, received their "annual "grants" without the amount being affected by merit so various and so widely different, that the lowest schools do not present one-half of the merit of the highest.

Unequal preparation. The standing of the schools had frequently been damaged by not unwilling doubt regarding the mode of examination, and by willing delay in harmonizing the classification and instruction with the requirements of the Revised Code. The extent of preparation had therefore no doubt been unequal, but an Inspector cannot measure the degree of inequality. All teachers had equal notice of the coming Code. They were wisest who prepared for it earliest. I hope, whatever changes may still be in store, that the *present mode of examination* may now be considered permanent, regarding both the advantages of a fixed uniform standard and the indisputable superiority of the examination itself.

Discipline. Of *Discipline*, the new examination is the surest and severest of tests. The *morale* of a school is very high indeed when the children are quiet and do their written work honestly, and their oral work without prompting, and when the teacher can be safely trusted to read the set *dictation* to one class while the Inspector is dictating *arithmetic* to another. Of such schools and teachers, I am happy to say, I met a number. A larger number, however, needed my constant attention as a special detective. Sometimes, the teachers were but indifferently honest themselves. Often, the scholars were on the alert for an opportunity of comparing dubious spellings, and of hunting out information regarding unknown quantities. Generally, for the

convenience and expedition of work, though neither order nor honesty might be strikingly slack, I had to send out one-half of the scholars while the other half were under examination. With only half a school under my eye, I had, in the majority of cases, quite a sufficient strain on my preventive and detective ability. Of one school, for instance, I reported, "the boys must be taught silence and "honesty in working their written exercises;" of another, "Discipline too harsh, at least judging from the ostentation "of severity before me;" and of another, "Discipline very "moderate; the children are rude, noisy, and apparently "insubordinate. In the oral examination, I found it prac- "tically impossible to get individual answers from single "children without promiscuous prompting from the others. "In getting the written work done, I had to maintain a "constant and painful effort to stop the children from "copying, and I can have but imperfect confidence in the "genuineness of their exercises." I hope these and such schools may, for their own sake and mine, improve in order, honesty, and self-reliance—the foundations of all school merit.

When I turn to the MERIT TABLE, I find 43 schools marked *good* and upwards, and only 22 below *good*. The entire register of *Discipline* is as follows:—

8	Schools, *excellent*.
16	Schools, *very good*.
19	Schools, *good*.
11	Schools, *very fair*.
5	Schools, *fair*.
4	Schools, *fair to moderate*.
2	Schools, *very moderate*.
65	

This is satisfactory evidence that decidedly bad *discipline* is the exception, not the rule.

Advantages of Revised Code examination.

The Revised Code examination discovers, with unprecedented certainty, precise facts which have the advantage of being apparent at the time and undeniable afterwards. An inspector is thus enabled in each special report to detail exact results as the basis of his general opinion. The exactness with which special merits and demerits are thus conveyed to managers and teachers cannot but have a more direct and certain influence on schools than any mere general terms can have. The applicability of general terms and their very meaning have been too often explained away to nothing, or attributed to the particular inspector's reputed "hobby" or "hobbies." The "Examination

"Schedule," with its recorded "passes" and "failures," will now make matters clearer, and may be referred to as a trustworthy guide in interpreting the doubtful meaning, or pointing the dubious force of general remarks.

By this light, reflected in the MERIT TABLE, few *local parties* should find it hard to read aright such "remarks to "managers" as the following, which I copy from the reports I made to your Lordships at the time of my visit to each school.

(*a.*) In all respects the school made an excellent appearance, and is in the highest degree creditable to Mr. McRostie. The sewing is also excellent.

(This was reported on the school, which, by strict calculation, is now found to be so well entitled to stand at the top of the MERIT TABLE.)

(*b.*) Under examination, both written and oral, the school made an eminently high appearance.

(*c.*) I was very well pleased with the discipline, instruction, and general efficiency of the school. Good appearance in Latin.

(The above three extracts refer to schools in the *upper* half of the MERIT TABLE; the next three are from the *lower* half.)

(*d.*) Of the 15 scholars presented in Standards IV. and V., 9 failed in *dictation*, Of the 29 in Standard I., 13 failed in *handwriting*. Of the entire number of scholars presented for examination, no less than 68 per cent. failed in *arithmetic*.

(*e.*) The appearance made under examination was very poor. The three scholars in Standard V. made a good appearance. Of the 17 scholars under these, 14 failed in *arithmetic*, 6 failed in *handwriting*, and other 8 failed in *dictation*.

(*f.*) Attainments in the school excessively elementary. Of the entire number examined, no less than 68 per cent. failed in *handwriting* and 71 per cent. in *arithmetic*, although the ages ranged regularly from 7 to 13, and no scholar was entered above Standard III.

Facts regarding the school at the top of the MERIT TABLE.

The Monzievaird school stands at the top of the MERIT TABLE by so large a majority of *marks*, that some (especially teachers) may wish to know more of the school. I add a few facts which are interesting, and may be instructive to such as wish to rival Mr. McRostie. The school is a purely rural and semi-highland one, with no village beside it or near it. It is equidistant from Crieff and Comrie, fully three miles from each. The population of the parish is 785, but of this number 90 are beyond the school district, leaving 695 within it. The average attendance in the school eleven years ago, Mr. McRostie's first year, was 44. The average attendance last year was 103; the entire number of scholars entered last year was 169; the number of these that came from other parishes 48. The

number from the town of Crieff (3½ miles distant) on the day of my visit was 21. These simple facts are eloquent testimony of the name that eleven years of able and devoted work have created. Other, I may say consequent, facts deserve mention too. The heritors have, in recognition of his eminent services, raised Mr. McRostie's *salary* (allowance from heritors) to the *maximum* 70*l.* They have also given 20*l.* a-year to the female teacher; and they have erected new school premises at an outlay of 860*l.*, including 130*l.* from Government for the industrial department. I shall only add one fact more. Mr. McRostie attributes his professional success in great measure to government inspection. To Dr. Woodford he owns the deepest obligations.

Cram and *Preparation.*

These facts may help to serve a second end, and that is, to explode the notion (apparently prevalent) that special hurried *cram* for a few weeks is all that is necessary for the Revised Code examination. This popular maxim was tried in not a few schools, and the invariable result was such as to leave the maxim no credit. Preparation is necessary, but, by short and exceptional effort, no school can be prepared for this, or for any other, thorough examination.

Work of inspection under the New Code hard.

In closing this analysis of three months' inspection under the Revised Code, I must say that the work was very hard, and that the time employed bore no certain relation to the numbers examined. This was owing to the very strong objections to the Revised Code held by school managers and teachers, though most of the former and many of the latter had never read the Code. Such well prepared large schools as Crieff Taylor's, occupied me only from six to seven hours, while others of half their size or less kept me fully as long. The work tried patience, temper, firmness, and physical strength. I had no end of questions to answer about the Code, which I providently carried with me. Its merits I had neither time nor authority to discuss. In administering its examination, I regret that I was so often obliged to adopt a manner which must have seemed to many unusually prompt and peremptory. I hope they will remember, that my duty had to be done in the face of unusual objections, obstacles, and awkwardness.

Converts to the New Code examination.

In rough and general estimate of the provisions of the Code, and taking, not unnaturally, *omne ignotum pro* TERRIFICO, the distinctive merits of its *examination* had not been justly apprehended in Scotland, and indeed could not well be, till they were tried by experience. At the

end of my day's work, I had generally the satisfaction of leaving a convert or two to the new mode of examination. I confess myself one, and I think our number includes most of the able teachers I visited, and most school managers who had patience enough to witness a whole examination. It is a significant fact, that I find the Revised Code examination liked by good teachers and disliked by bad teachers.

Financial working of the New Code.

My experience of the financial working of the Code was but short. It extended from the 4th of May to the 13th of June, when authorized news arrived that the annual-grant operation of the Code was suspended. It embraced 28 schools, mostly rural, all in Perthshire. As far as my calculations extended, it seemed clear, that the grant overhead in these schools would have been about ten shillings per child in average attendance during the year. This rate would probably have amounted, in gross, to not far from the total sum eventually paid under the Old Code. But the *distribution* of the money would have been different, and no doubt the feelings of these 28 teachers at the suspension of the Revised Code were very different. Some teachers in very small schools, some with small efficiency, some with an unnecessary pupil-teacher (one highland school had a pupil teacher and an average of only about 20 scholars!), one teacher, the sixth in the MERIT TABLE, with a salary not proportioned to his deserts, but with a "permanent endowment" sufficient to have swamped his grant—all these must have hailed with thanks the return to the Old Code. But this change, on the other hand, caused loss to fully one-third of them, chiefly those who had parted with pupil-teachers not required by the New Code. One meritorious highland schoolmaster, whose "class" in the certificate list of the New Code does not entitle him to "augmentation" under the Old Code, lost his whole grant, about 20*l.* The next highest losses ranged downwards from about 50 to 30 per cent. Some lost but little. In proportion to loss, and labour expended, all the losers must have felt disappointment. A peculiar disappointment fell on those who had been paid, and had to send back the surplus money.

Remaining objections to the New Code.

This Report would be incomplete if it made no mention of Scotch objections to the Revised Code, which, after experience of its *examination*, remain still unchanged. They seem to be six in number:—1st. *As to small schools;* 2nd. *As to distinction of grade and means of parents;* 3rd. *As to time of attendance;* 4th. *As to rigidity;*

5th. *As to "permanent endowments;"* 6th. *As to month of visit.* I shall notice these in their order, stating the chief points that struck my attention in experience and conversation.

Small schools.

1st. *As to small schools.*—It is true that small schools, with average attendances below 30 or 40—and there are many such in the highlands and islands of Scotland—would, under the New Code, receive a reduced allowance, while their present emoluments barely enable them to exist. Their *smallness,* however, is not always the effect of natural causes. It is sometimes the result of misdirected denominational zeal. Of the 28 schools remarked on above, 10 would, under the New Code, have lost from their *smallness.* Of these 10, four owe their *smallness* entirely to the fact of denominational zeal having planted a second school amid a population barely sufficient for one. Of these four cases, the two most remarkable are Amulree and Lochearnhead.

Means a grade of parents.

2nd. *As to distinction of means and grade of parents.* —This *provision* runs counter to the constitution of our Scotch schools and to all their most cherished traditions. It has, consequently, excited a great amount of feeling, which, right or wrong, is unquestionably national.

In practice I found it most difficult—I should rather say impossible—to strike a just line of demarcation. The "local parties" were puzzled and perplexed, and all felt the task both hard and invidious.

In Scotch annual-grant schools, "middle class" branches, it is well known, are far more frequently taught than in English annual-grant schools. But *here,* "middle class" branches by no means signify that the parents have always middle class incomes. The poorest Scotch boy, who has rich brains, can generally find a sympathetic schoolmaster who for any "fee" or no "fee" will do his best to help the boy on to the University, and will look for his highest reward in the boy's academic and future career. In truth, the number of really well-to-do people who now send their children to our common parochial schools—and the far greater number of schools established on their model—is much smaller than it was in earlier and simpler times. Following the fashion of the time, they seek now generally more aristocratic and less promiscuous schools for their children; at least, after they have passed the age of infancy. Fashion, indeed, is leading many to extravagance in this respect.

It is objected also that this *provision* could not be carried out, justly and uniformly, while the interested parties are

the sole avouchers of fact, and are virtually the judges in their own cause.

The lowest incidence of the income-tax might generally be a just, as it is a judicially fixed, line of distinction. It might not be seriously objected to, but the saving would be too trivial to be worth the trouble. Below this line (even *at* it) there is perplexity and uncertainty. I was consulted in the case of an exciseman with 120*l.* a-year. This gentleman had been three times married. He had met domestic afflictions. He had three families to support. From undoubted testimony, I learned that no "labouring "man" in the parish had more difficulty in honestly getting "ends to meet." The idea of his being able to pay thirty shillings a head for the education of his children was out of the question, and, accordingly (with explanation of the circumstances), I recommended in my report that his children should not be "discounted."

"Required attendances."

3rd. *As to time of attendance.*—The *condition* of 200 attendances=100 days=about 5 months, has been very strenuously objected to. My experience did not discover so much foundation in this objection, and I think it has been over-urged in the heated feelings and random assertions of a general opposition. As already stated, 65 per cent. (above 6 years of age) were "entered" for examination. Allowing 10 per cent. for infants under 6 years of age (only about three-fourths of the schools have "returned" the infants), and 2 per cent. for *weak* scholars "not mentioned," the truth probably is, that not less than 77 per cent of the numbers present had completed the "required attendances."

I must not forget, however, that my experience bears on a season of the year when the *winter* scholars were absent from the schools. Knowing how largely and beneficially this *winter* school attendance (about three months) prevails in every rural district in Scotland, and how entirely every effort has hitherto failed to act on school attendance, which is closely, if not inseparably, connected with the industrial condition of the parents,—I venture to suggest that, if the Revised Code shall eventually be the rule in Scotland, the "required attendances" may be reduced to 100=50 days = $2\frac{1}{2}$ months = one-fourth of an average "school year."

This concession would not only allay all opposition on the subject, but would remove cause of suspicion, that "required attendances" might sometimes, with half honesty, be "manufactured" for "passable" scholars.

4th. *As to rigidity.*—It is objected that,—while the Code provides in the capitation grant of four shillings on the average attendance a counterpoise to the *ordinary* causes that on the day of visit may affect the numbers present,—which in their appearance made under examination stand (in maximo) for about two-thirds of the entire grant,—it wants the elasticity of recognizing *extraordinary* causes. Rigidity.

These causes are not extraordinary from the rarity of their occurrence. They are, chiefly, stress of weather, and epidemics, such as measles, small-pox, influenza, fevers, especially scarlatina, diphtheria, whooping cough. No year passes without attendances being very considerably affected by some of these causes.

5th. *As to permanent endowments.*—These are rarer in my present district than in my last. But, referring to both, I can say that it is universally felt by the friends of popular education that this "provision" of the New Code is not in the spirit of our school benefactions, and is a discouragement to future possible benefactors. So far as I know, none of these benefactions are mismanaged or diverted from their original purpose. None of the teachers have too much to get, or too little to do. "Permanent Endowments."

6th. *As to month of visit.*—The *time table* which, with view to Revised Code grants your Lordships sanctioned for my present district, confines as far as possible the *rural* schools to the winter and spring months, when their attendance is the best. This boon was thankfully received. Most schools entirely or partly *urban*, and schools at public works, were put down for October, November, June and July. The latter two months were not objected to. The former two months were objected to by everybody. School managers and teachers represented to your Lordships their objections in urgent petitions and warm remonstrances. Month of visit.

I have the honour to be, &c.

D. MIDDLETON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

Since the above report was written, I have visited a number of schools a second time, including some of the best in my district. From the teachers I have received an assurance which is very gratifying, and is borne out by my own observation. It is this, that the Revised Code examination has had the most salutary *moral* effect on their schools, necessitating as it does absolute honesty and manly self-reliance in the daily working of all school exercises. If this were extended to all schools in the country, it is not too much to hope, that the next generation might be less notorious for fraud and dishonesty than ours has been.

D. M.

March 1865.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector,* JAMES CUMMING, Esq., LL.D., *on the* SCHOOLS *connected with the* FREE CHURCH *and other* SCHOOLS, *inspected by him in the* EAST *of* SCOTLAND.

MY LORDS,

New District.

THE transactions referred to in the report which I have now the honour to submit have been varied in comparison with those of former years by the division of my district, and the allotment of the Northern part of it to my former assistant Mr. Scougall, and by the introduction and subsequent suspension of the Revised Code.

I continued to enjoy the aid of Mr. Scougall till the beginning of April, and since he has now been appointed to the exclusive charge of a large district, I beg to be allowed to acknowledge the uninterrupted comfort which for five years I have enjoyed in his co-operation, and for which I have been indebted to his judicious business habits and to his kindly and obliging disposition.

While I look back with mingled feelings of pleasure and regret to my intercourse with the districts from which I am now separated, and will always recollect with sentiments of satisfaction and esteem the efforts which I have witnessed for the extension of an efficient education, I hope to be enabled to cultivate a more intimate acquaintance with the schools to which my inspection is now confined, and which for the most part I have hitherto only visited once in two years.

Arrangement of schools.

In rearranging the schools belonging to my new district regard was paid to the fact that the rural schools are seen to most advantage in the spring months, before a large number of the scholars have been withdrawn to field-work or other out-door employments. So that the country schools which were formerly visited in spring are retained in the same months, while the town schools have to a great extent been transferred to the summer. This arrangement was the more easily effected as most of the schools now removed from my inspection and assigned to Mr. Scougall had been formerly visited by us in the summer months.

In consequence of this plan, the town schools having been already inspected for the current year, my time during the last summer was so far set free that I was able to offer my assistance for a few weeks to my colleague, Mr. Wilson, and to inspect schools in the district of which he has had charge for the last six or seven years, but in which we

formerly laboured together. It was very gratifying to observe the progress which had taken place in the interval; the enlargement and improvement of some of the schools, and the erection of others which had not existed when I was familiarly acquainted with the district.

Number of schools inspected.

In these circumstances, I cannot institute a comparison between the results of this year's inspection and of that of the year preceding. I find, however, that exclusive of the inspection of the Normal College, and examinations of papers, and holding of collective examinations, I have during the year inspected 154 elementary schools, containing 13,484 pupils. Those inspected by Mr. Scougall would probably amount to a considerably larger number, as in addition to the schools which he inspected while we were working together, he laboured during the summer with all his strength to overtake the inspection of the schools which had previously required our united efforts.

School extension.

I have little to state in regard to the increase of schools in my district. The prospect of the introduction of the Revised Code was the occasion of much anxiety to the managers of schools, and still more to the teachers. In these circumstances it is not surprising that there should have been few additions to the number of schools brought under inspection. Indeed I am not aware that there are any but such as were commenced at an earlier date. In Edinburgh the High Riggs school has superseded an older institution in Leven-lodge, from which the grants had been necessarily withheld on account of its defects. The school at Blacklaw or Manderlee in Banffshire has been matured and completed in a district where it is calculated to be very useful; and the school at Lauder, which had not been inspected before, was the first which I examined according to the rules of the Revised Code.

Revised Code in relation to finance.

The short experience which we have had in Scotland of the operation of the Code may probably make its reappearance less alarming if it should be destined to be revived among us. What was most dreaded by all connected with the schools, was the reduction of the income of the teachers, which was expected to follow. But although the sums derived from Government for behoof of the schools may be less, it does not necessarily follow that the income of the master should be smaller. The number of pupil-teachers will naturally be diminished, and the sums allowed for their remuneration will be consequently reduced. But it remains to be seen whether after a new adjustment of this part of the school organization has been

effected, the aid derived from Government will not maintain as well as formerly the salary of the teacher. I have been led to believe that, in some instances at least, that aid was as great as under the original Code. I have no doubt that in particular instances teachers have suffered. From letters that have appeared in the public prints I should infer that this is the case. But I believe that this has occurred in schools where the staff of pupil-teachers has been kept up at the old standard, and they have been found to have a primary claim on the funds derived from the Committee of Council.

I have heard of one very large and important school in my district having been withdrawn from connexion with the Committee of Council. The change has been made since I last inspected the school, so that I have not officially inquired into the circumstances. But it was occasioned, as I understand, by the circumstance that a very considerable proportion of the pupils belonged to a class who from their position in life are excluded from grants by the regulations of the new Code. This circumstance pointed of itself to the remedy for the deficiency which was created, and the imposition of a small addition to the fees will probably compensate for the want of funds which were scarcely designed for such a class.

In relation to instruction.

While the operation of the Revised Code has been suspended in regard to annual grants, the examination of the schools has continued to be conducted in accordance with its rules, and it is necessary to consider in what way the progress of elementary education is likely to be affected by it. The most obvious effect of the system of examination according to the different standards is the definiteness and certainty which it gives to the instruction of the youngest classes. If a child has only been so long in school as to pass the examination under the second standard, it has acquired the power of reading simple words, of committing familiar words to writing, and of working sums in addition and subtraction. In fact, the foundations of a good secular education have been laid, and the superstructure will be raised with comparative ease. It appears to me that it is an advantage to the teacher to have a definite amount of attainment set before him which pupils of a certain standing are expected to have reached, instead of his simply discharging a general duty and leaving the results to develope themselves spontaneously. On one or two of the details in the system I have had doubts,—whether, for example, the writing of *capitals* should be required under

the first standard, or the multiplication table under the second. These at least are the subjects which seem to task the powers of the pupils at the respective stages. I am not, however, prepared to express an opinion against them. I find that means are employed to facilitate the writing of capitals by a very young class by having those capitals written on the blackboard, and directing the children to copy them on their slates when not otherwise employed. The repetition of the multiplication table may be learned at almost any age, if sufficient time can be spared for it. But the application of it to the purposes of multiplication, and even the answering of miscellaneous questions in the table, are a very different matter. I did not find that I was entitled to exact more than the repetition of the table, and I have generally been satisfied with this attainment.

In a large proportion of the schools no pupils have been presented for examination in the standards above the fourth, and there has been, perhaps, a tendency to crowd the greater number into the first and second standards. When this appeared to be the case, I have called the attention of the teacher or managers to the fact. But as payments were not immediately depending on the results, I thought it unnecessary to do more. In the meantime, the practice has occasionally rendered the examinations tedious; for as all in the first standard have to be examined individually, and as their operations in writing and arithmetic are slow, even when they are correct, I find it difficult to allow less than two or two and a half minutes to each pupil, or, in other words, to examine more than 25 or 30 in a hour. The process is sometimes shortened by setting aside at once, so far as writing is concerned, all who cannot form the capitals, as in the second standard we exclude from the examination on arithmetic all who have not the multiplication table; and occasionally the teacher himself withdraws from part of the examination those whom he knows to be unqualified for that part. Still, in a tolerably large school, two hours are frequently spent before the first two standards have been despatched; the work of the higher standards can be managed in some measure simultaneously, the pupils of one section being engaged in reading while others are employed in writing or arithmetic. But I have never felt at liberty to have any other work proceeding while I was engaged with the youngest section.

When four hours have been spent in examining all the pupils in the various standards, those who have not been

sent away are not in good condition for commencing an examination on subjects which by the standards are not required. As a general rule, I have desired a short lesson to be given by the master (and by the pupil-teacher where there is one) either on the Scriptures or on some general subject before beginning the examination on the standards, and when that examination has been concluded I have myself endeavoured to ascertain the attainments of the scholars in geography, grammar, &c., and in schools where they were taught before they have not in general been discontinued. I remember only one school in which I was plainly told that there was no class for either grammar or geography. But I fear the instruction in such subjects must become more limited under the present system. With more time devoted to the elementary instruction of the youngest classes, and less aid from pupil-teachers in performing the work, the effect can scarcely fail to be felt in the slower advancement of the older classes. I do not mention this in disparagement of the system, for it may be fairly said, even in this case, that what is gained by it is more than a compensation for what is sacrificed, and I fully allow that the thorough instruction in the lower standards is a real gain; and it may even be found afterwards that *this* instruction makes the progress in the higher classes more easy.

The irregularities connected with the outset of a system will gradually disappear in the course of its ordinary working. The scholars of the first standard this year must be in a more advanced standard the next, and the first standard of the second year will contain none who ought not to be there, and even those, if there were any, who were kept back to appear in the first standard, will probably now disappear from the school. In the meantime, though I do not think that the average character of our schools will appear to have been overrated, the different characters of different schools will be brought more prominently to view. The fact that in one school every scholar or nearly every one who was presented had passed, while in another only a certain fraction had been found qualified, will be a more palpable evidence of the comparative character of the schools than the terms, however carefully graduated, which the Inspector had been accustomed to apply.

I have the honour to be, &c.

JAS. CUMMING.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector,* CHARLES E. WILSON, Esq., M.A., *on the* SCHOOLS *connected with the* FREE CHURCH, *and other* SCHOOLS, *inspected by him in the* WEST OF SCOTLAND *and in the* WESTERN ISLES.

MY LORDS, January 1865.

I HAVE again the honour to lay before your Lordships, a general account of the state of elementary education in the schools inspected by me in the West of Scotland and in the Western Isles, during the year ending on the 31st of August, 1864.

Extension of Revised Code to Scotland.

The event of the year has undoubtedly been the extension to Scotland of the Revised Code, and the re-distribution of districts consequent on the abolition of the office of assistant inspector. In my own case there has been no change. Under the Old Code I could only overtake the work of my district by taking, wherever practicable, two schools a day, and by visiting on alternate years some of the smaller and less important ones, but this could no longer be done under the Revised Code, and large arrears were unavoidable. This difficulty was obviated for a time by the exceptional payment of the Renfrew cases, &c., due in March and April, and by the assistance of my colleague, Dr. Cumming, who, with the consent of your Lordships, kindly undertook part of my work in Galloway and Argyle. I was thus able to inspect and specially report on 138 establishments, comprising 205 departments under separate teachers, while Dr. Cumming inspected and reported on 13 schools, and assisted me in the examination of two others. In these schools there were present on the days of inspection 17,204 children, 165 certificated teachers, 12 assistant teachers, and 185 pupil-teachers, while the number of miles travelled on official business was 5,926.

Number of schools inspected, &c.

Collective examinations of pupil-teachers, &c.

Within the school year I have held collective examinations of pupil-teachers, candidates for apprenticeship, and assistant teachers at Ayr, Campbeltown, Dumfries, Glasgow, Greenock, Hamilton, Kilmarnock, and Stranraer, and revised and reported on the written exercises. On comparing the numbers present on these occasions with those given in last report, I observe a considerable decrease, especially in the number of candidates for apprenticeship. This was to be expected in the circumstances. For, apart from the natural wish of managers to bring the number of their

Preference for probationer teachers.

apprentices within the provisions of the Revised Code, I remark a decided and growing preference for probationer teachers in the larger and more important schools of my district—a preference with which I in some degree sympathize. In this, however, I must guard myself against being misunderstood. Wherever the apprentice can be under the eye and the direct superintendence of the master, and is not necessarily intrusted with what might often, and very fairly, be called a separate department, I have never seen reason to doubt the propriety of the arrangement. But the case of a large school under a single master with a numerous staff of pupil-teachers is very different. Here the probationer may with advantage take the place of the pupil-teacher. His age, his standing, and his practical experience, give him a decided superiority over the younger assistants, and are calculated to exert a more healthful and enduring influence on the minds of the children.

Supply of candidates for apprenticeship, &c.

The recent change in the relations of the Normal school with your Lordships' Committee has also a tendency to diminish the supply of candidates for apprenticeship. Under the former system the office of pupil-teacher, with a view to a Queen's scholarship, was eagerly sought by lads, who had no intention of following out teaching as a profession, and only used the advantages offered as a stepping-stone to the university or the counting-house, as inclination, or necessity might prompt. But this abuse is now removed in the Normal school with which I am officially connected. The obligation required of candidates for admission keeps back all, who have not deliberately made choice of teaching as their life-work—an arrangement the more satisfactory, as students cannot, as in the case of pupil-teachers, give an equivalent in their services while under training.

New schools, &c.

During the past year 11 new schools have been added to my list, while only two have been removed from the list of schools under inspection; the one from the refusal of a new proprietor to give the premises on such terms as the managers could accept; the other from a groundless fear that the school could not be efficiently maintained under the provisions of the Revised Code. On the subject of accommodation I have little to add to what has been stated in former reports. The premises are, as a rule, quite sufficient for all the requirements of an elementary school, and certainly much superior to what they were, when I entered on the duties of my office in 1852. This change is mainly owing to the stimulating effect of your Lordships' Minutes, and has not been confined to the aided schools.

School premises.

Private and adventure schools are no longer held in small, ill-ventilated, and otherwise unsuitable buildings. They have also felt the influence, and now vie with the aided school in all that is essential for the proper conduct of such an establishment. In the outlying and more destitute parts of my district, it is true, I meet with many schools where much has still to be done, but the case of the Western Isles is so peculiar, that it must be dealt with exceptionally in any general educational measure for Scotland. The district is extensive, the people are very poor, and scattered over a wide area, while the value of property is not in proportion to the demands necessarily made upon it.

Western Isles.

Revised Code.

Revised Code.

The Revised Code has been so recently extended to Scotland, and my experience of its working has been so limited, that any decided expression of opinion on the subject would be premature. This much, however, I may venture to say. that with some alterations to adapt it to the requirements of Scotch education, and a more distinct recognition of the higher branches usually taught in our elementary schools, the Revised Code would soon recommend itself even to those, who regarded its introduction with great alarm. As in every transition period, there must for a time be considerable inconvenience, and not a little annoying trouble both to managers and masters; but, these overcome, the advantages of individual examination are so evident, and the payment for results so reasonable, that continued opposition can only come from a quarter, where changes of any kind are viewed with suspicion.

During the past year I have examined schools in some of the better parts of the west of Scotland, and also in the less favoured and more destitute districts of the Hebrides, and have rarely found the results materially different from what my previous knowledge of the state of the schools led me to expect. Although the Revised Code does not enjoin geography and grammar, in no case were these branches omitted; but in not a few schools the pupils, instead of being arranged, as in former years, in two or three classes, are now generally taught in one, while history has all but disappeared from the ordinary course of instruction. I am not inclined, however, to lay much stress on these exceptional cases; as the managers and supporters of schools generally acknowledge the abstract justice of your Lordships' measure, while the teachers, with that good sense for which as a body they are remarkable, have

manfully set themselves to the task of re-organizing their schools so as to meet the requirements of the New Code with as little derangement as possible of the time-honoured system of our parish schools. These may have their defects, but they are so closely linked with our social and inner life, that any attempt to interfere with their constitution or working stirs the national mind to its inmost depths. In few countries does the education question bulk so largely as in Scotland, and certainly in none does it form the subject of more intelligent discussion among the humblest classes of the community.

Attainments of Children.

Judging from the results of the examinations under the Revised Code, the progress of the schools in my district is upon the whole satisfactory.

Religious instruction.

I continue to be much pleased with the way in which this important subject is conducted. Occasionally I remark a tendency in young teachers to give an undue share of attention to the history, geography, and even the natural history of the Bible. These subjects are no doubt useful as illustrations of the sacred Scriptures, but should be strictly subordinated to the more legitimate and proper object of all religious and moral training, the implanting of those principles which form the foundation of the Christian life, and the instilling into young minds a love of truth, and an abhorrence of what is evil. In many schools this is kept ever steadily in view, and the result is apparent in the demeanour of the children, and the easy but efficient discipline of the school. Finnieston Mission school, Glasgow, is a good instance of what may be accomplished in this way. As regards the religious training of the infant, or non-reading section of the school, I have much reason to be satisfied with the manner in which it is invariably conducted. A simple narrative is selected from the Bible, carefully explained to the children, and its moral lesson kindly and patiently inculcated. Often, when listening to such a lesson given in the infant department of the Normal school, I have been as much struck by the intelligent appreciation shown by the children, many of them very young, as by the rare tact and skill of the master. In my own early school days, religious instruction was confined to committing to memory the Shorter catechism without note or comment, and the daily reading of a chapter in the Bible, followed invariably by a lesson in *spelling* from the passage just read. Such a state of things no longer

exists, at least in the schools with which I am officially connected.

Reading. Although the reading of our schools has undergone much improvement of late years, still something remains to be done. Fluency has been generally attained, but expression, and a just perception of the scope and meaning of the passage read, are rare accomplishments even in the higher classes of our schools. The question naturally arises, to what may this be attributed, to the teachers, or to the books used. In my own opinion, the fault lies more in the method of teaching adopted in our schools, than either with the teachers, or in the books now generally used. In the junior classes the reading lesson is too mechanical, the teacher hears the children read, each a sentence, or sometimes only a line, correcting any mistake that may occur, but paying little or no attention to emphasis, or expression. In the higher classes, it is true, greater regard is had to expressive reading, but even here the pupils are left too much to their own idea of what constitutes expression, as the teacher only occasionally reads over the lesson in presence of the class, indicating the more emphatic words, and explaining the scope and meaning of the passage. From year to year I have noted so many improvements in the modes of teaching this and other branches, that I do not despair of ultimately seeing at least a nearer approximation to a higher, if not the highest standard of reading.

Spelling. Failures in spelling were more frequent than either in reading or arithmetic. And this arises mainly, as in reading, from the method of instruction prevailing in our schools. Occasionally I asked a boy to spell orally the words which he had misspelt in writing, and rarely found him at fault,—thus showing that the culture of the eye had not kept pace with the culture of the memory. As I make a practice of revising and recording the exercises before I leave the school, the master has thus an opportunity of seeing where and how his pupils have failed, and can apply the proper remedy.

Arithmetic. On this subject I am not aware that there is much to be communicated beyond what has been stated in former reports. It has, however, occurred to me, in connexion with the examinations under the New Code, that, comparatively speaking, too little attention is paid to mental arithmetic and notation. In many cases the grossest blunders were made in writing down the sums dictated. Thus the expression, four thousand four hundred and forty-four was more than once written down as 4000400404, whilst the

placing tens under hundreds, and units under tens was of daily occurrence. As these mistakes were made in the presence of the masters, the subject has by this time received due attention, and the results will doubtless be more satisfactory at my next visit.

Infant department, &c.

In no part of elementary instruction is progress more apparent than in the infant or junior classes. Better books, better methods even of teaching the alphabet are now found in every school. Within my own recollection, the first book put into the hands of a child on entering the parish school was the Shorter catechism, on the fly-leaf of which was printed the alphabet in various characters. On mastering this *primer*, the child was advanced to the Proverbs of Solomon, and then to the New Testament, &c. But all this is now changed, and the pupil is led on imperceptibly step by step from the alphabet to monosyllables, and thence by easy gradations to short sentences and simple narratives. In this way the child acquires the art of reading without being subjected to the tedious and uninteresting task of spelling through one of the driest and most unintelligible of horn-books. More time and attention are also devoted to this department by the master in person, to the prejudice, it may be, of some of the higher and extra branches of instruction. But this is a small matter compared with the importance of laying a sound foundation at the outset of the child's school career. In some schools a contrary practice still prevails, and with what results the examination under the Revised Code will soon make manifest.

Pupil-Teachers.

Pupil-Teachers.

I am glad to be able to speak, generally, in favourable terms of the apprentices in my district. On no former occasion have they as a body passed better examinations, or shown, by the cheerful activity and intelligence with which all their school duties were performed, that the confidence of the managers, &c. had not been misplaced.

I have the honour to be, &c.

Charles E. Wilson.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. T. WILKINSON, A.M., *on the* EPISCOPAL CHURCH SCHOOLS *inspected by him in* SCOTLAND.

MY LORDS, January 31, 1865.

THE year to which this report relates presents a course of steady and useful employment in the schools which I have visited, with no diminution in the number of them, but with the addition, through my entire district, of about 500 to the number of children in attendance. The closing of the two schools at Ardrishaig and Brechin, to which I referred in my last report, has not been followed, I am happy to say, by the closing of any others, as was by many apprehended; on the contrary, one of the above-named schools will probably be re-opened in a short time under improved prospects; and arrangements have for some time past been in preparation for the opening or the resuscitation during the present year of five or six schools in the north of Scotland; and thus far the opinion, expressed in my last report, that the permanent closing of any of the Episcopalian schools was not at all probable, and that the uneasy apprehensions and the degree of unsettled feeling respecting the effect of the Revised Code would in due time subside, has been fully confirmed.

REVISED CODE.

The first test of the operation of the Revised Code has rendered the past year one of peculiar interest to all engaged in the work of elementary education. At this early period of its existence it would be premature to speak positively; the subject, however, is so important that any carefully collected facts concerning it must be satisfactory. The question presents itself under two aspects: one, as to the progress of the children, and their actual attainments; the other, as to the amount of monies on that account claimed and payable from the parliamentary grant.

The latter bearing of the question, viz., the financial one, it is impossible at present to offer a decided opinion upon, in consequence of your Lordships' partial suspension in June last of the Revised Code in Scotland. But it may not be out of place here to state that during the brief period between April 1st and June 10th, when the Revised Code was in full operation, the financial condition of the schools inspected by me presented, generally, no marked features of difference from that of past years under the working of

the Old Code; the grants in some cases exceeding those of former years, in others falling short; but in no case, so far as I have been informed, has the deficiency been detrimental to the prospects of the school, or discouraging to the future efforts of its managers and teachers. Resting, therefore, on my ten weeks' experience of the financial effects of the Revised Code on schools, both large and small, town and rural, that experience supplying, perhaps, no unreasonable data to go upon, I think that there are grounds for believing that the schools will be able to secure, under the new provisions, an amount of money in aid of their expenditure, if not in all cases equal to their former receipts, yet such as shall prove on the whole reasonable and satisfactory. From a careful examination of the numbers of children examined and passed by me in reading, writing, and arithmetic, the result exhibits a payment of about nine shillings per child on the average attendance during the year.

On the other essential point of the Revised Code, viz., its effect on the state of instruction in the schools, I venture to express a confident anticipation that it will be found to produce beneficial results. Several active managers of large schools regard the change induced by the Revised Code as very advantageous, not merely because it will probably give them a larger grant than they have hitherto received, but because it creates in the teachers a stimulus to exertion; with both managers and teachers the plan of individual examination of the children meets with very decided favour. This feeling is universal, and leads me to believe that when the new rules become more fully understood, and when they shall have been set in good working order, they will be fruitful in excellent results. I reported last year that there was a slightly perceptible tendency to decline in the number of candidates for pupil-teacherships. I regret to notice that this tendency, contrary to my expectation, is rather on the increase. The following statement seems also to confirm this:—

CANDIDATES FOR ADMISSION TO NORMAL COLLEGES.

1862.	1863.	1864.
12 Males. 15 Females.	8 Males. 10 Females.	9 Males. 8 Females.
27	18	17

The above falling off of numbers in 1863 and 1864 will, however, very probably be compensated in 1865 by an approximation to, if not a complement of, those in 1862, from the more than ordinary proportion of pupil-teachers finishing their apprenticeship at Christmas 1865.

In connexion with this part of my report, I may observe that if this tendency to a diminution in the number of candidates for admission into normal colleges exists, I cannot recal an instance of any teacher quitting his or her profession in consequence of the change of Codes. On the contrary, this year has been marked by a circumstance which I have never before noticed, viz., the appearance in the examination hall in Edinburgh in December last of five teachers in charge of schools coming from the extremities of the country, one from the south of Scotland, and four from Aberdeenshire, to compete for certificates of merit.

The following tabulated statement exhibits this comparative result:—

TEACHERS CANDIDATES FOR CERTIFICATES OF MERIT.

1861.	1862.	1863.	1864.
1	—	1	5

As to the general condition of education among the Episcopalian schools of the country, I have little to add to my remarks of last year on this subject; the number of them, and the methods of teaching pursued in them, presenting no new features; generally speaking, they continue to be vigorously conducted, and to exhibit a healthy condition.

The religious instruction, receiving as it does, almost universally, the constant personal supervision of the clergy, is on the whole in a most satisfactory condition: the general character of the teaching in the Bible and catechism and Book of Common Prayer has been sound and practical, and is likely to do real and lasting good to the children.

GRAMMAR, GEOGRAPHY, HISTORY.

The subjects of grammar, geography, and history have been somewhat in abeyance, and less attention than formerly has been paid to them. In the better description of country schools, and always in the town schools, the full amount of instruction in these subjects has been retained, because among the parents of the children there is a demand for them, and such schools would soon lose their present charac-

ter and popularity if they were neglected. That some little available knowledge of grammar and geography should be appended to the ordinary reading lessons of a school is desirable; and where the practice hitherto has either been unknown, or where it has been discontinued with the view of better preparation in the reading, writing, and arithmetic, I have intimated to the managers that my future records to your Lordships of the condition of their schools would be regulated to a certain extent by my impression of the amount of attention which the two subjects of grammar and geography had been receiving from the teachers, as well as of the progress and attainments therein of the children.

School Buildings, Yards, and Offices.

These have hitherto occupied a prominent position in my Reports to your Lordships; the importance of the subject I still recognize, and I again refer to it on this occasion with much satisfaction. The school buildings and their internal arrangements present a striking feature of excellence in the respective establishments; they reflect the highest credit on the managers and patrons of the schools. The suggestions also as well as cautions held out by myself, and not a few of those managers as to the expediency and oftentimes the necessity of improved offices and playgrounds, have received attention; and I now record with satisfaction that the want of cleanly and well-ventilated offices is very seldom seen. Managers seem to be fully alive to former defects of this kind, and are showing by their successful efforts that they consider capacious playgrounds, well-ventilated and well-lighted offices to be essential and indispensable appendages of good school buildings.

Changes in the Periods of Inspection of Schools.

Your Lordships during the past year have directed certain changes in the periods of my inspection of several schools throughout the country; these changes have been beneficial, involving less expense, and enabling me to devote to school examination time that had been previously taken up with travelling.

Teachers and Pupil-teachers.

The teachers and pupil-teachers throughout the country continue to discharge their duties in an efficient manner; the conduct of all of them, with two exceptions, has been marked by general propriety and attention to duty.

Evening Schools.

The evening schools call for no especial remark. Their efficiency and usefulness are still maintained, and the numbers of them remain the same as in the year 1863.

Since I commenced the preparation of this report to your Lordships, the list of the successful competitors for admission into normal schools has been issued. It is extremely gratifying to me to report to your Lordships, as a test of the efficiency of the teaching pursued in the Scotch Episcopalian schools, that of 17 male and female candidates examined in December last, not one has failed; 12 have obtained positions in the first class, five in the second.

With these observations I conclude my report, feeling happy in being able to state to your Lordships that the progress of elementary education among the Episcopalian schools continues to be encouraging and satisfactory.

I have the honour to be, &c.

T. Wilkinson.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix No. 2.

NORMAL SCHOOLS.

(No. 1.)

STATEMENT of GRANTS awarded to NORMAL SCHOOLS (with Amount subscribed by Promoters, and Total Cost) on account of—(1.) Building, Enlargement, or Improvement (see Table No. 4, p. xxxvii, *Note**). (2.) Books, Maps, Diagrams, and Scientific Apparatus. (3.) STUDENTS examined and passed; QUEEN'S SCHOLARS; CERTIFICATED ASSISTANTS; LECTURERS; GRANTS under ARTICLE 102[a] of REVISED CODE; and GENERAL EXPENSES; between Years 1839 and 1861, inclusive.

NORMAL SCHOOL.	BUILDING, ENLARGEMENT, OR IMPROVEMENT.				BOOKS, MAPS, DIAGRAMS, AND SCIENTIFIC APPARATUS.			AMOUNT GRANTED ON ACCOUNT OF						Total Amount Granted.
	Amount Granted.	Dates of Payment.	Amount Subscribed.	Total Cost.	Amount Granted.	Amount Subscribed.*	Total Cost.	Students.	Queen's Scholars (including Personal Allowance.)	Certificated Assistants.	Lecturers.	Article 102[a].	General Expenses.‡	
	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF ENGLAND.														
Cheltenham, *Male*	4,500 0 0	1850, 1851	11,337 9 0	17,237 9 0	350 0 0	350 15 0	1,050 0 0	2,644 14 9						69,750 14 11
" *Female*					1,086 0 0	10,226 1 0	638 0 0	- -			1,167 14 11			
Highbury (Metropolitan), *Male*	4,500 11 0	1850, 1854, 1857	14,319 0 4	19,319 1 3	379 15 6	400 3 11	1,203 0 0	2,734 5 3						67,502 18 7
Peterborough, *Male*	2,000 0 0	1864	4,150 11 10	6,149 15 10	5,115 0 0	6,262 13 8	116 13 0	271 0 0	1,301 5 3					39,171 18 8
Battersea, *Male*	5,700 0 0	1845, '47, '51, '54	4,181 11 6	7 981 12 6	85,110 0 0	25,107 11 0	561 13 0	982 0 0	2,719 19 5					18 967 19 11
NATIONAL SOCIETY'S, 44 Chelsea, St. Mark's, *Male*	8,295 15 2	1842, 1853, 1859	21,302 1 7	34,314 17 6	17,501 0 0	21,525 0 0	879 0 0	1,735 0 0	3,449 11 0					55,247 13 14
Whitelands, *Female*	4,777 0 0	1851, 1856	5,691 7 5	10,431 7 5	14,901 15 4	19,644 12 4	932 10 0	573 0 0	2,446 11 11					43,374 10 10
Carmarthen, *Male*	4,344 0 0	1848, 1849, 1861	9,153 15 11	14,009 11 11	4,472 0 0	- -	- -	- -	- -					18,481 11 11
Bishop's Stortford (Rochester), *Female*	3,721 0 0	1854	8,202 7 6	11,417 7 6	2,220 0 0	3,010 0 0	150 15 0	421 0 0	1,020 12 0					17,498 15 1
Brighton (Chichester), *Female*	3,500 0 0	1851	6,396 5 8	9,396 5 8	4,015 15 4	4,852 5 0	242 12 0	- -	1,203 5 10					11,797 0 2
Bristol (Gloucester and Bristol, and Oxford), *Female*	6,671 0 0	1854, 1857, 1860	14,720 19 2	21,391 19 2	4,959 15 4	5,988 4 0	299 8 0	671 0 0	1,440 10 0					30,291 11 6
Carnarvon, *Male*	2,750 0 0	1858	3,217 10 10	5,967 10 10	7,669 9 0	9,240 11 0	462 0 0	1,245 0 0	- -					18,616 15 10
Chester, *Male*	5,703 6 8	1846, '50, '52, '54	7,218 1 10	12,921 8 6	2,317 0 0	4,972 0 0	- -	- -	719 11 0					8,009 14 11
Chiberlge, *Male*	1,171 0 0	1851, 1854	3,730 1 11	4,901 1 11										
Chilton (Oxford), *Male*	6,000 0 0	1852	13,293 4	19,293 4 0	6,801 0 0	11,040 12 0	552 12 0	671 0 0	2,196 0 0					30,734 16 2
Derby (Lichfield), *Female*	2 500 0 0	1851	6,580 5 8	4,080 5 8	5,566 0 0	5,596 1 8	281 0 0	- -	997 17 11					18,475 18 8
DIOCESAN, 44 Durham, *Male*	5,000 15 0	1847, '54, '57, '59	5,332 15 11½	9,832 5 11½	6,851 0 0	9,257 0 0	72 0 0	171 0 0	1,240 7 1					25,477 2 0½
" *Female*	5,041 0 0	1858	5,838 11 0	9,879 11 0	1,706 15 4	2,132 19 0	114 0 4	- -	214 3 11					6,202 18 8
Exeter, *Male*	5,000 0 0	1864	7,307 3 8	9,307 3 8	3,855 0 0	8,461 11 0	- -	- -	1,351 10 0					17,768 18 8
Lincoln, *Female*	- -	- -	- -	- -	450 15 4	1,150 10 0	68 0 0	- -	76 14 0					1,745 17 0
Norwich, *Female*	3,704 19 0	1854, 1856, 1860	8,837 12 5	8,737 6 5	4,982 0 0	5,230 0 0	262 0 0	- -	1,054 0 0					11,528 0 0
Salisbury, *Female*	2,500 0 0	1862	6,373 16 10	8,873 16 10	6,147 0 0	8,424 12 0	426 0 0	272 0 0	1,284 10 0					23,780 11 11
Saltley (Worcester), *Male*	5,315 0 0	1853, 1858, 1859	13,014 12 5	18,329 12 5	7,262 16 0	11,811 18 0	590 18 0	620 0 0	2,262 0 0					30,488 9 0
Truro (Exeter), *Female*	3,500 0 0	1857	5,000 0 0	8,500 0 0	1,969 0 0	2,954 0 0	148 0 0	- -	303 0 0					5,367 0 0
Warrington (Chester), *Female*	3,500 0 0	1854, 1858	5,630 13 0	9,130 13 0	6,254 15 4	11,900 12 0	594 0 0	- -	1,259 12 4					20,253 7 4
Winchester, *Male*	3,041 0 0	1862	7,734 1 11	8,774 1 11	5,071 8 0	8,113 0 0	405 15 0	173 0 0	893 0 0					15,658 3 0
York (York and Ripon), *Male*	5,871 0 0	1845, 1859	7,709 15 5	13,580 15 5	10,404 16 0	14,405 12 0	720 0 0	1,351 12 4	2,847 15 0					44,316 15 4
Ripon " *Female*	4,372 0 0	1861	5,371 8 0	9,743 8 0	1,808 0 0	4,404 11 0	192 0 0	- -	405 10 0					11,204 10 0
BRITISH AND FOREIGN SCHOOL SOCIETY'S, 44 Borough Road, Southwark, *Male*	3,102 7 6	1842, 1858	13,230 11 5	17,340 2 9	6 6 6	22 13 5	19 0 1	10,230 16 8	16,764 12 4	252 0 0	1,606 0 0	2,774 10 10		46,301 12 0
" " " *Female*					5,166 7 6	6 6 6	189 1 0	5,166 7 6	8,460 0 0	126 0 0	- -	- -		
" " " at Stockwell, *Female*	3,150 0 0	1861	14,578 14 4	23,456 14 4	- -	- -	- -	- -	- -	- -	- -	- -		
" " " at Bangor, *Male*	2,000 0 0	1861	8,330 0 0	11,330 0 0	1,080 0 0	4,770 10 0	190 0 0	- -	- -	- -	1,753 10 0	- -		23,120 10 2
WESLEYAN, in Hatcherry Road, Westminster, *Male*	5,040 18 0	1843, 1859	23,191 2 3	33,150 0 3	1,220 0 0	1,220 0 0	- -	- -	- -	- -	710 15 0	- -		8,202 15 0
" " *Female*					2,015 0 0	2,015 0 0	100 0 0	- -	- -	- -	- -	- -		4,130 0 0
HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, *Female*	4,000 0 0	1856	3,300 0 0	7,300 0 0	1,727 0 0	2,159 0 0	107 0 0	- -	- -	- -	- -	- -		3,993 0 0
ROMAN CATHOLIC, 44 Hammersmith, *Male*	3,000 0 0	1852, 1856	5,000 0 0	8,000 0 0	1,000 0 0	1,000 0 0	- -	- -	- -	- -	- -	- -		2,000 0 0
St. Leonard's-on-Sea	- -	- -	- -	- -	1,000 0 0	1,000 0 0	- -	- -	- -	- -	- -	- -		2,000 0 0
Liverpool, Mount Pleasant, *Female*	- -	- -	- -	- -	1,000 0 0	1,000 0 0	- -	- -	- -	- -	- -	- -		2,000 0 0
CHURCH OF SCOTLAND, 44 Edinburgh, *Male*	4,351 0 0	1846, 1850, 1857	4,750 4 7½	9,304 4 7½	13,135 0 0	13,135 0 0	- -	- -	- -	- -	- -	- -		26,270 0 0
" *Female*					1,000 0 0	1,000 0 0	- -	- -	- -	- -	- -	- -		2,000 0 0
Glasgow, *Male*	7,199 0 0	1844, 1856, 1862	9,999 3 3	17,486 13 3	1,000 0 0	1,000 0 0	- -	- -	- -	- -	- -	- -		2,000 0 0
" *Female*					1,000 0 0	1,000 0 0	- -	- -	- -	- -	- -	- -		2,000 0 0
FREE CHURCH OF SCOTLAND, 44 Edinburgh, *Male*	4,402 13 0	1845, 1857, 1863	7,802 13 0	11,802 1 0	1,000 0 0	1,000 0 0	- -	- -	- -	- -	- -	- -		2,000 0 0
Glasgow, *Male*	3,500 0 0	1846	7,081 7 6	17,199 7 6	1,000 0 0	1,000 0 0	- -	- -	- -	- -	- -	- -		2,000 0 0
" *Female*					1,000 0 0	1,000 0 0	- -	- -	- -	- -	- -	- -		2,000 0 0
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Minto House), *Male*	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -		- -
" *Female*	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -		- -
NATIONAL SCHOOL SOCIETY	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -		- -
BRITISH AND FOREIGN SCHOOL SOCIETY	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -		- -
CHURCH OF SCOTLAND	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -		- -
Total	132,897 3 2	- - -	305,910 1 6½	440,877 3 8½	5,109 7 6½	7,109 14 6½	1,000 0 0	34,339 7 6	16,764 12 4	378 0 0	10,310 12 4	77,239 12 2	6,230 0 0	1,205,781 11 6½

* Only such subscriptions appear here as have been raised to meet Government Grants. A much larger sum has been expended upon items under this head to which Government Grants have not extended.
† Grants for Scientific Apparatus. ‡ Grants on account of Scholars holding Exhibitions. § Under arrangements antecedent to 1846, and not extended to other classes of schools.

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

	NORMAL SCHOOL.	Number of Officers.	
		In College (including Principal).	In Practising School* (exclusive of Pupil-teachers).
CHURCH OF ENGLAND	Cheltenham, *Male*	12	2
	" *Female*		
	Peterborough, *Male*	3	1
	NATIONAL SOCIETY'S, at Battersea, *Male*	11	—
	Chelsea, St. Mark's, *Male*	10	—
	Whitelands, *Female*	8	4
	Carmarthen, *Male*	6	—
	DIOCESAN, at Bishop's Stortford (Rochester), *Female*	6	—
	Brighton (Chichester), *Female*	7	2
	Bristol (Gloucester and Bristol and Oxford), *Female*	7	2
	Carnarvon, *Male*	6	—
	Chester, *Male*	9	1
	Chichester, *Male*	3	1
	Culham (Oxford), *Male*	5	—
	Derby (Lichfield), *Female*	6	2
	Durham, *Male*	6	—
	" *Female*	6	2
	Exeter, *Male*	7	—
	Lincoln, *Female*	5	—
	Norwich, *Female*	9	2
	Salisbury, *Female*	7	—
	Saltley (Worcester), *Male*	7	—
	Truro (Exeter), *Female*	6	2
	Warrington (Chester), *Female*	9	2
	Winchester, *Male*	4	—
	York (York and Ripon), *Male*	5	2
	Ripon " *Female*	7	—
BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, *Male*		7	—
" " at Stockwell, Surrey, *Female*		6	—
" " at Bangor, *Male*		6	—
WESLEYAN, in Horseferry Road, Westminster, *Male*		13	—
" " " *Female*			
HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, *Female*		10	2
ROMAN CATHOLIC, at Hammersmith, *Male*		7	1
Liverpool, Mount Pleasant, *Female*		10	1
CHURCH OF SCOTLAND, at Edinburgh, *Male*		8	—
" *Female*			
Glasgow, *Male*		7	4
" *Female*			
FREE CHURCH IN SCOTLAND, at Edinburgh, *Male*		10	1
" *Female*			
Glasgow, *Male*		9	4
" *Female*			
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Minto House), *Male*		4	—
Total		279	40

* In cases where the teachers of the Practising School are also teachers of

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

Number of Students resident at Michaelmas 1864.			Number who quitted the College at end of 1864.	Number of new Admissions in 1865.	Number of Students resident in March 1865.
Queen's Scholars, of 1863.	Others.	Total.			
31	56	87	33	32	86
26	33	59	28	28	59
20	25	45	23	15	37
38	40	78	32	42	81
49	54	103	36	59	126
54	55	109	53	55	109
33	18	51	30	9	24
24	32	56	24	23	57
19	27	46	19	13	40
37	41	78	26	43	80
14	21	35	22	9	22
19	12	31	19	8	20
19	5	24	19	2	7
35	18	53	29	33	46
20	21	41	21	24	44
19	19	38	23	18	34
26	19	45	27	30	48
18	26	44	21	21	44
17	23	40	18	16	40
30	15	45	22	20	43
30	35	65	31	28	62
33	40	73	33	39	79
12	19	31	18	17	30
42	51	93	48	59	104
15	9	24	20	11	19
12	36	48	24	27	51
29	31	60	31	34	63
45	50	95	47	35	83
46	52	98	47	50	101
9	21	30	17	17	30
33	33	66	36	31	61
30	34	57	29	32	64
65	75	140	92	92	140
22	11	33	23	21	31
37	32	69	38	33	70
29	37	66	41	34	59
28	32	60	33	27	54
23	23	46	23	23	50
33	27	60	39	26	47
40	38	78	44	33	63
35	34	69	40	34	63
34	39	73	43	25	56
31	44	65	39	30	62
12	6	18	14	9	13
1,092	1,331	2,653	1,420	1,275	2,462

method in the Normal School they are included in the staff of the latter.

(No. 3.)

TABLE showing the INCOME and EXPENDITURE of NORMAL SCHOOLS in the Year ending 31st December 1864.

(No. 3.)

NORMAL SCHOOL.	INCOME (Amounts actually received during the Year).									
	1. Grants from the Committee of Council on Education.	2. Proceeds of Land or Capital Sums. a. Inalienable from the College by Law.	2. b. Alienable from the College at Discretion.	3. Subscriptions and Donations. a. From Individuals.	3. b. From Diocesan Boards of Education and other Charitable Bodies.	4. Fees of Students. a. Paid by themselves or their Relatives.	4. b. Paid by Private Patrons.	5. Exhibitions. a. Permanently established.	5. b. This Year, but not sure to be renewed.	6. Collections in Churches and Chapels.	7. Received from Students for Books sold to them.	8. Received from other Sources.	9. Total.
CHURCH OF ENGLAND.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cheltenham, *Male*	3,760 14 9	- - -	10 15 6	120 15 7	- - -	504 15 9	- - -	- - -	- - -	1 19 0	24 7 9	4,289 19 1
" *Female*	1,334 4 10	- - -	7 2 3	84 10 6	- - -	371 9 8	- - -	- - -	- - -	2 19 6	10 3 9	3,832 11 7
Highbury (Metropolitan)	3,305 1 3	69 8 8	- - -	475 9 9	- - -	- - -	- - -	19 0 0	- - -	23 1 11	45 6 11	4,221 1 1
Peterborough	1,688 13 2	- - -	- - -	258 15 8	100 0 0	61 12 6	- - -	- - -	- - -	34 9 1	- - -	3,125 19 4
NATIONAL SOCIETY'S, at Battersea	5,514 8 3	- - -	16 3 10	198 2 3	725 0 0	- - -	- - -	- - -	- - -	41 10 1	- - -	6,315 4 5
NATIONAL SOCIETY'S, at Chelsea, St. Mark's	4,555 11 0	- - -	27 19 3	247 15 6	1,325 0 0	55 0 6	- - -	- - -	- - -	109 11 4	14 12 8	6,218 9 9
NATIONAL SOCIETY'S, at Whitelands	5,209 1 11	- - -	133 6 10	115 1 6	962 10 0	249 0 6	- - -	- - -	- - -	69 15 6	12 15 2	6,394 10 11
NATIONAL SOCIETY'S, at Carmarthen	1,321 12 0	- - -	- - -	124 9 6	212 10 0	39 19 6	- - -	- - -	- - -	- - -	- - -	2,009 13 0
NATIONAL SOCIETY'S, at Bishop'sHatfield(Rochester)	1,010 18 10	- - -	9 14 2	464 15 6	- - -	154 0 0	- - -	- - -	- - -	33 10 2	- - -	2,252 16 8
DIOCESAN, at Brighton (Chichester)	1,353 3 6	- - -	- - -	178 1 7	- - -	163 0 0	19 0 0	- - -	- - -	14 2 2	- - -	2 0 3	1,699 8 1
DIOCESAN, at Bristol (Bristol, Gloucester, and Oxford)	1,979 13 2	4 13 4	76 9 3	247 12 6	- - -	319 1 6	- - -	- - -	- - -	- - -	7 3 4	33 12 6	2,369 3 7
DIOCESAN, at Carnarvon	1,047 9 6	- - -	- - -	111 12 6	600 0 0	17 13 6	16 4 9	- - -	- - -	- - -	17 16 8	- - -	1,814 6 8
DIOCESAN, at Chester	1,734 0 8	- - -	3 2 6	- - -	95 5 7	74 0 0	- - -	25 0 0	12 10 0	- - -	19 18 0	- - -	1,961 16 1
DIOCESAN, at Chichester	910 11 6	- - -	- - -	302 14 10	47 10 0	18 12 6	- - -	- - -	- - -	- - -	- - -	- - -	1,310 10 10
DIOCESAN, at Culham (Oxford)	2,611 10 0	- - -	- - -	21 18 0	501 17 11	159 12 6	- - -	- - -	40 0 0	- - -	19 3 0	- - -	3,142 13 6
DIOCESAN, at Derby (Lichfield)	1,555 7 11	- - -	- - -	208 17 2	125 0 0	46 16 0	- - -	70 0 0	- - -	- - -	15 13 6	10 2 11	1,762 11 2
DIOCESAN, at Durham, *Male*	1,703 7 1	- - -	58 6 10	313 9 5	50 10 0	153 3 6	- - -	- - -	- - -	- - -	29 4 9	- - -	2,379 3 2
DIOCESAN, at " *Female*	1,240 15 11	11 13 6	- - -	216 13 6	15 0 0	141 17 6	- - -	- - -	- - -	0 16 9	22 1 10	- - -	1,651 7 2
DIOCESAN, at Exeter	1,631 9 6	- - -	- - -	453 3 6	15 0 0	49 10 6	- - -	- - -	10 0 0	4 10 9	4 19 2	21 12 9	2,185 2 5
DIOCESAN, at Lincoln	1,807 4 5	13 9 11	- - -	7 16 0	190 0 0	11 10 6	- - -	- - -	- - -	4 4 9	19 3 6	4 2 11	1,286 2 11
DIOCESAN, at Norwich	1,511 2 5	- - -	14 6 10	221 0 6	14 15 0	61 9 6	- - -	25 0 0	- - -	- - -	6 15 7	- - -	1,855 12 2
DIOCESAN, at Salisbury	1,812 5 7	- - -	- - -	1 7 6	61 0 0	212 0 5	- - -	- - -	- - -	- - -	19 5 1	- - -	2,109 15 6
DIOCESAN, at Saltley (Worcester)	2,923 13 0	- - -	- - -	572 19 8	173 0 0	244 11 8	- - -	- - -	30 0 0	- - -	67 19 3	- - -	4,084 4 6
DIOCESAN, at Truro (Exeter)	725 5 7	20 0 0	- - -	60 3 0	34 0 0	32 18 6	- - -	- - -	- - -	- - -	- - -	13 8 9	884 5 4
DIOCESAN, at Warrington (Chester)	2,501 7 6	19 0 0	- - -	- - -	- - -	193 6 6	- - -	- - -	- - -	- - -	11 9 6	- - -	2,725 3 18
DIOCESAN, at Winchester	1,282 4 3	- - -	- - -	407 2 4	- - -	20 0 0	- - -	- - -	- - -	1 6 0	1 2 0	9 3 9	1,749 12 10
DIOCESAN, at York (York and Ripon), *Male*	2,598 14 6	- - -	- - -	- - -	300 0 0	159 15 6	- - -	25 5 0	- - -	- - -	26 6 1	5 6 9	3,164 4 15
DIOCESAN, at Ripon " *Female*	1,292 13 5	- - -	- - -	- - -	330 0 0	125 0 0	- - -	- - -	- - -	- - -	2 0 0	102 13 7	1,886 14 0
BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark	3,715 9 10	- - -	- - -	- - -	- - -	102 9 6	- - -	- - -	- - -	- - -	271 12 4	- - -	8,139 2 2
BRITISH AND FOREIGN SCHOOL SOCIETY'S, at Stockwell, Surrey	3,399 14 6	- - -	- - -	- - -	- - -	116 0 0	- - -	- - -	- - -	- - -	71 0 1	- - -	3,621 14 7
BRITISH AND FOREIGN SCHOOL SOCIETY'S, at Bangor	955 17 6	- - -	- - -	171 13 5	- - -	105 0 6	- - -	- - -	- - -	- - -	3 6 0	5 12 11	3,291 6 10
WESLEYAN, in Horseferry Road, Westminster	4,091 3 5	- - -	- - -	- - -	1,431 6 9	114 0 6	- - -	- - -	- - -	- - -	197 10 2	- - -	6,313 12 2
HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road	4,306 10 11	- - -	- - -	1,228 13 9	- - -	- - -	- - -	- - -	- - -	17 11 0	164 19 2	- - -	5,807 14 10
ROMAN CATHOLIC, at Hammersmith	1,811 3 9	- - -	- - -	- - -	736 18 2	- - -	- - -	- - -	- - -	- - -	7 6 0	- - -	2,555 10 2
ROMAN CATHOLIC, at St. Leonard's-on-Sea	400 0 0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	400 0 0
ROMAN CATHOLIC, at Liverpool (Mount Pleasant)	1,927 5 7	- - -	- - -	220 0 0	200 0 0	140 11 5	- - -	- - -	- - -	- - -	43 13 10	13 10 5	2,560 0 6
CHURCH OF SCOTLAND, at Edinburgh	2,572 8 8	- - -	- - -	- - -	250 0 0	112 18 6	- - -	- - -	- - -	- - -	- - -	20 4 2	4,364 11 4
CHURCH OF SCOTLAND, at Glasgow	4,389 17 4	- - -	- - -	- - -	250 0 0	21 0 0	- - -	- - -	- - -	- - -	- - -	112 19 1	4,773 14 5
FREE CHURCH IN SCOTLAND, at Edinburgh	3,347 5 1	- - -	- - -	- - -	- - -	345 11 9	- - -	- - -	180 0 0	- - -	139 0 0	14 0 9	6,074 13 20
FREE CHURCH IN SCOTLAND, at Glasgow	4,991 13 7	- - -	- - -	- - -	- - -	293 13 9	- - -	- - -	- - -	- - -	209 1 3	- - -	4,975 6 18
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Minto House)	612 16 6	- - -	- - -	264 12 4	100 0 0	21 0 0	- - -	- - -	- - -	- - -	8 13 0	15 0 0	997 18 8
Total	96,166 16 10	129 0 11	363 9 9	7,201 19 0	8,568 5 5	5,618 5 1	102 9 9	99 0 0	302 10 0	61 19 10	1,709 17 5	378 1 9	121,541 6 2

(continued)

(No. 3.)

Table showing the Income and Expenditure of Normal Schools, in the Year ending 31st December 1864—*continued.*

(No. 3.)

| NORMAL SCHOOL. | Income from Committee of Council on Education directly paid to | | Expenditure (Amounts actually disbursed during the Year). | | |

(No. 4.)

TABLE showing how much of the COST of a STUDENT in each NORMAL SCHOOL was owing to TUITION, KEEP, and GENERAL EXPENSES, in 1864.

	NORMAL SCHOOL.	Number of Students.	ACTUAL AMOUNT OF EXPENDITURE UNDER THREE HEADS, AGGREGATE.						AMOUNT OF ANNUAL COST per Student UNDER EACH HEAD, AND IN THE AGGREGATE.									PER-CENTAGE OF TOTAL EXPENSE UNDER EACH OF THE THREE HEADS.		
			Tuition and other Expenses of Instruction. I.			Board, Fuel, and other Expenses of Keep. II.			Permanent Establishment Charges, &c., III.			Total.			I.			II.			III.			Total.			I.	II.	III.
			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.			
FOR MASTERS ONLY.	Bangor (British and Foreign School Society's)	31	356	14	4	650	7	3	149	18	10	1,157	0	5	17	19	2	20	19	7	4	16	9	43	15	6	41·03	47·93	11·04
	Battersea (National Society's)	78	1,375	4	10	2,186	4	9	734	6	9	4,315	15	4	20	3	11	28	0	7	9	15	5	57	17	11	34·88	48·42	16·70
	Borough Road (British and Foreign School Society's)	98	1,372	7	11	1,323	5	4	909	16	5	4,205	9	8	14	0	1	19	12	6	9	5	8	42	18	3	32·63	45·74	21·63
	Carmarthen (National Society's)	30	698	16	6	1,165	1	11	346	14	3	2,210	12	8	13	19	6	23	6	1	6	18	8	44	4	3	31·61	52·71	15·68
	Carnarvon (Church of England)	35	642	12	5	745	4	10	93	9	3	1,481	6	6	18	7	2	21	5	10	2	13	5	42	6	5	43·38	50·31	6·31
	Chelsea, St. Mark's (National Society's)	103	2,045	6	3	2,807	11	7	1,218	5	5	6,071	3	3	19	17	2	27	5	2	11	16	6	58	1	10	33·69	46·23	20·06
	Chester (Diocesan)	51	1,056	8	6	840	11	4	341	16	5	2,018	16	1	33	6	8	20	13	5	11	0	6	65	2	5	51·34	31·73	16·93
	Cheltenham (Church of England)	87	1,624	18	2	1,947	16	10	456	18	7	4,029	13	7	19	0	5	22	7	10	5	5	0	46	13	3	40·76	47·99	11·25
	Chichester (Diocesan)	24	444	12	9	659	15	2	130	10	2	1,234	18	1	18	10	6	27	9	10	5	8	9	51	9	1	36·00	53·43	10·57
	Culham (Oxford Diocesan)	52	1,045	15	11	1,312	18	8	529	13	10	2,887	8	5	20	2	2	25	5	0	10	3	4	55	10	6	36·22	45·47	18·31
	Durham (Diocesan)	28	881	13	3	903	17	10	243	13	8	2,034	4	9	23	4	0	23	18	4	6	8	3	53	10	7	43·34	44·66	11·98
	Edinburgh (Scottish Episcopal)	19	515	15	0	478	14	7	155	17	11	950	5	6	17	10	8	26	12	0	8	13	2	52	15	10	33·22	50·38	16·40
	Exeter (Diocesan)	44	653	17	5	983	4	5	245	7	10	1,882	9	8	14	17	3	22	7	10	5	10	7	42	15	8	34·78	52·34	12·93
	Hammersmith (Roman Catholic)	24	607	14	0	1,379	12	10	234	17	4	2,222	4	2	17	17	5	40	11	7	6	18	2	65	7	2	27·35	62·09	10·57
	Metropolitan (Church of England)	68	1,844	4	10	1,553	19	0	384	0	3	3,881	18	1	27	2	5	24	6	4	5	12	4	57	1	1	47·51	42·60	9·89
	Peterborough (Church of England)	45	728	10	0	1,189	8	5	637	4	11	2,549	3	4	16	3	9	26	6	0	14	3	2	56	12	11	28·58	46·42	25·00
	Saltley (Worcester Diocesan)	73	1,442	11	3	1,776	14	9	658	3	10	3,877	12	1	19	15	3	24	6	9	8	14	10	53	16	10	37·40	46·05	16·55
	Winchester (Diocesan)	34	440	18	4	854	2	5	133	18	2	1,428	19	11	12	19	4	25	2	5	5	18	9	42	0	6	30·85	59·77	9·37
	York and Ripon (Diocesan)	50	967	16	10	1,417	9	4	399	2	3	2,775	8	5	19	7	2	28	7	0	7	16	0	55	10	2	34·87	51·08	14·05
		993										31,634	9	11							Average			31	19	8			
FOR MISTRESSES ONLY.	Bishop's Stortford (Rochester Diocesan)	56	788	4	3	889	10	7	430	14	6	2,208	9	4	14	1	6	17	13	4	7	13	9	39	8	8	35·69	44·81	19·30
	Brighton (Chichester Diocesan)	46	447	15	7	924	4	10	293	2	6	1,563	2	11	9	14	8	17	18	4	6	7	5	34	0	3	28·52	52·66	18·73
	Bristol (Gloucester and Bristol, and Oxford Diocesan)	78	709	6	8	1,043	1	5	348	0	9	2,130	8	8	9	9	7	13	7	6	4	9	2	27	6	3	34·20	48·97	16·83
	Cheltenham (Church of England)	59	758	1	4	838	17	11	340	9	9	1,938	9	0	12	16	11	14	4	9	5	15	5	32	17	1	39·11	43·23	17·36
	Derby (Lichfield Diocesan)	42	571	13	8	797	9	8	189	12	7	1,558	15	11	13	12	3	18	19	9	4	10	5	37	2	3	36·68	51·16	12·16
	Durham (Diocesan)	45	610	17	5	696	14	6	219	5	2	1,526	17	1	13	11	6	15	9	8	4	17	5	33	18	7	40·18	45·63	14·19
	Gray's Inn Road (Home and Colonial School Society's)	140	2,174	17	3	2,682	8	10	926	2	5	5,783	8	6	15	10	8	19	3	3	6	12	5	41	6	2	37·61	46·38	16·01
	Lincoln (Diocesan)	40	507	14	3	649	9	10	71	13	5	1,228	17	6	12	13	10	16	4	9	1	15	10	30	14	5	41·32	52·85	5·83
	Liverpool (Roman Catholic)	69	699	15	0	1,276	2	2	701	15	4	2,677	10	6	10	2	9	18	9	11	10	3	5	38	16	1	26·18	47·66	26·21
	Norwich (Diocesan)	43	551	19	6	855	13	7	183	6	4	1,591	3	5	12	5	4	19	0	3	4	1	5	35	7	2	34·69	53·79	11·52
	Salisbury (Diocesan)	65	751	4	11	981	14	9	312	12	6	2,045	12	2	11	11	2	15	2	1	4	16	2	31	9	5	36·73	47·99	15·28
	Salisbury (Diocesan)	98	851	17	4	1,348	11	2	454	14	8	2,655	3	2	8	13	10	13	15	9	4	12	9	27	1	10	32·09	50·79	17·12
	Stockwell (British and Foreign School Society's)	31	249	16	6	922	13	7	126	9	3	898	19	4	8	1	2	18	17	2	4	1	7	28	19	11	27·79	58·15	14·06
	Truro (Exeter Diocesan)	99	895	11	0	1,441	10	0	515	4	8	2,852	5	8	9	2	9	14	14	3	5	5	1	29	2	1	31·40	50·54	18·06
	Warrington (Chester Diocesan)	110	1,500	14	3	1,558	1	9	229	4	7	3,988	0	7	13	12	10	14	3	4	8	8	11	36	5	1	37·63	39·07	23·30
	Whitelands (National Society's)	61	334	12	11	623	8	11	239	12	9	1,599	14	7	5	15	3	13	10	8	3	18	7	26	4	6	33·42	53·60	14·98
	York and Ripon (Diocesan)	1,093										36,248	18	4							Average			33	2	5			
FOR BOTH MASTERS AND MISTRESSES.	Edinburgh (Church of Scotland)	126	1,690	17	2	2,718	3	11	477	0	9	4,886	1	10	13	8	4	21	11	6	3	15	8	38	15	6	34·81	55·63	9·76
	Edinburgh (Free Church)	146	1,897	3	8	3,038	0	11	361	7	0	5,216	15	7	12	19	11	20	18	10	2	9	6	36	8	3	35·69	57·52	6·79
	Glasgow (Church of Scotland)	104	1,721	7	8	2,169	2	4	296	13	3	4,187	3	3	16	12	11	20	17	2	2	15	1	40	5	2	41·33	51·81	6·84
	Glasgow (Free Church)	130	2,201	3	4	2,785	19	8	196	18	6	5,182	0	6	16	18	7	21	8	4	1	10	8	39	17	2	42·48	55·72	3·80
	Westminster (Wesleyan)	128	2,513	2	1	3,533	2	2	948	11	11	6,053	16	2	19	12	6	20	5	2	7	8	2	47	3	10	41·50	42·83	15·67
		634										25,823	17	4							Average			40	8	4			

(No. 5.)

(A.)—Summary of Results of Examination of Candidates for Admission into Normal Schools, at Christmas 1864.

Denomination.	Males.									Females.								
	Presented for Examination.			Passed.			Failed.			Presented for Examination.			Passed.			Failed.		
	Pupil-teachers.	Non-Pupil-teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.
Church of England	302	39	341	189	114	303	22	16	38	538	49	587	248	278	526	49	12	61
Scotch Episcopal Church	8	1	9	6	3	9	0	0	0	8	0	8	6	2	8	0	0	0
British and Wesleyan	82	10	92	30	49	79	10	3	13	92	14	106	58	42	100	5	1	6
Roman Catholic	20	5	25	6	15	21	3	1	4	63	2	65	30	28	58	5	2	7
Church of Scotland	55	8	63	39	16	55	1	7	8	40	27	67	35	25	60	3	4	7
Scotch Free Church	39	22	61	24	27	51	2	8	10	39	32	71	48	10	58	0	13	13
Total	506	85	591	294	224	518	38	35	73	780	124	904	425	385	810	62	32	94

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas 1864.

England and Wales.

Males.

Normal School.	First Year.						Second Year.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bangor	16	1	3	10	1	1	9	1	5	1	2	—
Battersea	41	8	29	4	—	—	36	6	20	10	—	—
Borough Road	50	4	15	28	3	—	45	4	17	17	5	2
Carmarthen	21	—	4	15	2	—	28	2	2	13	5	6
Carnarvon	18	—	5	9	4	—	11	—	2	4	4	1
Chelsea	54	12	30	11	—	1	49	4	18	22	2	3
Cheltenham	36	6	14	14	1	1	50	5	20	20	3	2
Chester	12	—	9	3	—	—	19	2	10	6	1	—
Chichester	5	—	2	2	—	1	19	—	8	7	3	1
Culham	14	—	3	9	2	—	33	—	9	16	3	5
Durham	18	1	11	6	—	—	18	2	3	10	3	—
Exeter	23	1	9	2	1	—	18	2	5	9	1	1
Hammersmith	12	—	4	18	—	—	21	4	5	7	2	3
Highbury	28	9	12	7	—	—	38	8	11	17	2	—
Peterborough	23	3	6	14	—	—	21	2	6	7	4	2
Saltley	41	5	12	19	3	2	32	2	10	15	4	1
Westminster	33	—	13	19	1	—	33	5	17	6	5	—
Winchester	8	1	5	1	1	—	25	2	6	13	3	1
York	25	2	12	8	2	1	22	1	9	10	2	—
Total	478	53	198	199	21	7	527	52	183	210	54	28

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas 1864—*continued.*

FEMALES.

NORMAL SCHOOL.	FIRST YEAR.						SECOND YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bishop's Stortford -	32	1	14	16	1	—	24	10	13	1	—	—
Brighton - - -	26	5	7	11	3	—	19	4	12	3	—	—
Bristol - - -	41	2	8	30	1	—	37	6	23	8	—	—
Cheltenham - -	33	3	12	16	2	—	26	8	14	4	—	—
Derby - - -	21	4	7	9	1	—	20	1	15	4	—	—
Durham - - -	18	1	3	11	1	2	25	8	11	6	—	—
Home and Colonial -	75	28	33	13	1	—	63	33	30	—	—	—
Lincoln - - -	22	2	7	11	1	1	17	14	3	—	—	—
Liverpool - - -	30	3	1	24	2	—	37	15	15	7	—	—
Norwich - - -	19	2	7	10	—	—	21	6	14	1	—	—
Ripon - - -	29	1	6	18	2	2	31	5	16	10	—	—
Salisbury - - -	34	8	14	12	—	—	30	14	16	—	—	—
Stockwell - - -	50	3	15	30	—	2	46	16	20	10	—	—
Truro - - -	17	—	1	12	2	2	12	1	5	6	—	—
Warrington - -	50	3	16	29	—	2	45	23	21	1	—	—
Westminster - -	31	2	3	26	—	—	26	6	13	7	—	—
Whitelands - -	54	10	23	21	—	—	54	35	17	2	—	—
Total - -	582	78	177	299	17	11	533	205	258	70	—	—

ation, Christmas 1864.—*Male Students of the First Year*—continued.

NORMAL SCHOOL.	FIRST YEAR.						SECOND YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Episcopal Church) -	4	—	4	—	—	—	13	5	5	3	—	—
Edinburgh (Church of Scotland)	37	10	13	8	—	6	28	11	9	7	—	1
Edinburgh (Free Church) -	33	7	18	7	—	1	39	11	19	8	1	—
Glasgow (Church of Scotland) -	25	4	21	—	—	—	23	9	10	4	—	—
Glasgow (Free Church) - -	40	3	18	13	3	3	27	7	13	7	—	—
Total - -	139	24	74	28	3	10	130	43	56	29	1	1

Females.

NORMAL SCHOOL.	FIRST YEAR.						SECOND YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	31	3	12	13	3	—	28	12	16	—	—	—
Edinburgh (Free Church) -	32	5	14	12	1	—	35	12	22	1	—	—
Glasgow (Church of Scotland) -	25	2	10	11	1	1	30	3	17	10	—	—
Glasgow (Free Church) - -	31	2	10	14	3	2	25	9	12	4	—	—
Total - -	119	12	46	50	8	3	118	36	67	15	—	—

(No. 6.)

Tabulated Results of Examination, Christmas 1864.

Per-centage in each Subject of Candidates examined who obtained Marks of Excellent, Good, or Fair.

Male Students of the First Year.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		School Management.		Reading and Repetition.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	16	—	—	—	—	18·75	25·00	—	37·50	12·50	50·00	6·25	37·50	—	6·25	6·25	75·00
Battersea	41	26·83	41·46	73·17	26·83	21·95	26·83	2·44	48·78	65·85	34·15	56·10	41·46	7·32	80·49	12·20	58·53
Borough Road	50	—	—	—	—	20·00	18·00	18·00	40·00	44·00	46·00	34·00	52·00	2·00	26·00	20·00	50·00
Carmarthen	21	19·05	28·57	4·76	80·95	4·76	4·76	4·76	14·28	14·28	47·62	14·28	52·38	9·52	76·19	—	90·48
Carnarvon	18	33·33	27·77	22·22	61·11	—	—	5·55	27·77	5·55	38·33	—	33·33	—	44·44	22·22	66·66
Chelsea	54	31·49	35·17	68·52	29·63	16·66	31·49	16·66	46·30	66·66	31·49	64·82	33·33	5·55	61·11	25·93	55·55
Cheltenham	36	22·22	25·00	55·56	38·88	11·11	22·22	2·77	36·11	33·33	55·55	22·22	69·44	5·55	55·56	22·22	77·77
Chester	12	41·66	25·00	33·33	66·66	8·33	33·33	8·33	50·00	41·66	50·00	16·66	66·66	—	58·33	8·33	83·33
Chichester	5	20·00	60·00	40·00	60·00	—	20·00	20·00	—	20·00	40·00	—	60·00	—	20·00	40·00	40·00
Culham	14	21·43	21·43	50·00	50·00	—	—	—	21·43	—	28·57	—	28·57	7·14	85·72	—	21·43
Durham	18	22·22	22·22	50·00	44·00	11·11	27·77	22·22	44·44	11·11	50·00	—	66·66	11·11	66·66	11·11	66·66
Edinburgh (Church of Scotland)	37	51·35	29·73	18·92	40·54	10·81	8·11	21·62	29·73	18·92	43·24	21·62	35·14	24·33	54·05	75·67	24·33
„ (Free Church)	33	84·84	12·12	39·39	42·42	3·03	6·06	12·12	27·27	18·18	63·63	15·15	51·51	57·57	39·39	78·78	21·21
„ (Episcopal Church)	4	—	75·00	75·00	25·00	50·00	—	25·00	75·00	25·00	75·00	25·00	75·00	50·00	50·00	25·00	75·00
Exeter	23	30·43	26·09	43·48	47·83	—	8·69	13·04	43·48	13·04	39·13	8·69	47·83	13·04	30·43	13·04	82·61
Glasgow (Church of Scotland)	25	96·00	4·00	88·00	12 00	4·00	16·00	8·00	56·00	72·00	28·00	68·00	32·00	44·00	56·00	52·00	44·00
„ (Free Church)	40	50·00	47·50	28·20	61·54	—	5·00	7·50	45·00	7·50	47·50	2·50	37·50	55·00	37·50	52·50	35·00
Hammersmith	12	—	—	—	—	—	8·33	—	41·66	41·66	41·66	33·33	58·33	50·00	50·00	25·00	50·00
Highbury	28	25·00	39·28	85·71	14·29	21·43	32·14	21·43	57·14	42·86	50·00	28·57	64·29	7·14	85·72	32·14	50·00
Peterborough	23	21·74	21·74	26·09	65·22	8·69	21·74	21·74	26·09	17·38	34·79	13·04	43·48		86·96	21·74	65·22
Saltley	41	36·59	24·39	51·22	39·02	14·63	14·63	14·63	31·71	4·88	14·63	2·44	17·07	4·88	87·80	19·51	65·85
Westminster	33	—	—	—	—	3·03	42·42	9·09	54·54	51·51	36·36	39·39	48·48	—	15·15	12·12	81·81
Winchester	8	25·00	25·00	75·00	25·00	12·50	12·50	25·00	12·50	25·00	25·00	25·00	37·50	—	87·50	25·00	62·50
York	25	24·00	36·00	28·00	60·00	16·00	24·00	32·00	52·00	8·00	40·00	4·00	36·00	—	84·00	20·00	52·00
Totals	617	37·94	29·64	48·32	42·57	10·86	18·34	12·80	[illegible]	[illegible]	40·68	[illegible]	[illegible]	[illegible]	56·08	[illegible]	56·24

Tabulated Results of Examination, Christmas 1864—*Male Students of the First Year*—continued.

Normal School.	No. presented for Examination.	Spelling.		Penmanship.		History.		Geography.		Euclid.		Economy.		Music.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	16	75·00	12·50	—	37·50	6·25	18·75	18·75	56·25	50·00	43·75	—	25·00	25·00	56·25
Battersea	41	100·00	—	60·98	36·58	19·51	63·41	58·53	34·15	43·90	51·22	7·32	85·36	34·15	53·66
Borough Road	50	64·00	24·00	4·00	40·00	8·00	50·00	30·00	48·00	62·00	28·00	—	56·00	34·00	48·00
Carmarthen	21	95·24	4·76	47·62	38·09	—	—	—	33·33	—	42·86	—	9·52	—	38·09
Carnarvon	18	100·00	—	27·77	50·00	—	11·11	22·22	50·00	5·55	66·66	—	50·00	6·25	31·25
Chelsea	54	100·00	—	48·15	44·44	3·71	38·88	5·55	55·55	59·26	33·33	11·11	70·37	37·05	35·17
Cheltenham	36	100·00	—	36·11	47·22	11·11	36·11	19·44	41·67	32·35	41·18	11·11	61·11	17·14	57·14
Chester	12	100·00	—	91·66	8·33	—	25·00	8·33	66·66	25·00	75·00	—	58·33	50·00	50·00
Chichester	5	100·00	—	20·00	60·00	—	20·00	—	60·00	20·00	40·00	—	60·00	40·00	20·00
Culham	14	92·86	7·14	50·00	35·72	—	14·29	7·14	71·42	28·57	57·15	—	28·57	50·00	35·72
Durham	18	100·00	—	61·11	33·33	—	50·00	16·66	50·00	27·77	61·11	—	72·22	25·00	56·25
Edinburgh (Church of Scotland)	37	75·67	2·71	70·27	24·32	—	8·82	8·33	41·67	51·35	27·03	—	24·33	10·00	46·66
„ (Free Church)	33	87·87	6·06	60·60	39·39	—	33·33	—	42·42	56·25	34·37	6·25	59·37	13·79	34·48
„ (Episcopal Church)	4	100·00	—	—	100·00	—	—	—	50·00	25·00	75·00	—	100·00	50·00	25·00
Exeter	23	100·00	—	43·48	39·13	—	17·39	4·35	30·43	26·09	56·52	—	34·78	13·04	30·43
Glasgow (Church of Scotland)	25	92·00	8·00	68·00	32·00	12·00	36·00	—	44·00	20·00	60·00	—	32·00	34·78	39·13
„ (Free Church)	40	62·50	27·50	57·50	37·50	—	17·50	2·50	42·50	7·50	62·50	—	12·82	7·69	38·46
Hammersmith	12	100·00	—	83·33	—	—	25·00	—	16·66	25·00	66·66	—	33·33	—	41·66
Highbury	28	100·00	—	75·00	21·43	—	46·43	21·43	57·14	46·43	42·86	—	60·71	32·14	25·00
Peterborough	23	100·00	—	21·74	69·57	4·35	21·74	13·04	26·09	34·79	52·17	—	91·31	17·38	43·48
Saltley	41	100·00	—	56·10	39·02	—	41·46	17·07	36·59	48·78	43·90	—	51·22	12·50	52·50
Westminster	33	60·60	30·30	3·03	48·48	9·09	57·57	15·15	48·48	66·66	33·33	—	69·69	27·27	42·42
Winchester	8	100·00	—	62·50	37·50	—	12·50	—	87·50	62·50	25·00	—	62·50	12·50	62·50
York	25	96·00	—	32·00	68·00	—	16·00	8·00	44·00	20·00	56·00	—	40·00	41·66	41·66
Totals	617	88·98	6·81	45·38	39·87	4·23	32·74	14·44	44·97	39·41	45·44	2·44	51·87	24·23	43·12

Tabulated Results of Examination, Christmas 1864—*continued.*

MALE STUDENTS OF THE SECOND YEAR.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		School Management.		Reading and Repetition.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	9	—	—	—	—	55·55	11·11	66·66	—	22·22	55·55	—	11·11	—	44·44	33·33	55·55
Battersea	36	38·88	55·55	19·44	72·22	16·66	38·88	44·44	27·77	5·55	50·00	19·44	58·33	25·00	47·22	16·66	63·88
Borough Road	45	—	—	—	—	20·00	28·88	40·00	28·89	4·44	48·88	13·33	51·11	—	37·77	15·56	53·33
Carmarthen	28	17·85	21·42	—	25·00	10·71	10·71	10·71	7·15	3·57	42·86	14·28	35·72	7·15	17·85	10·71	71·43
Carnarvon	11	27·27	18·18	—	63·63	—	18·18	18·18	18·18	—	54·54	18·18	36·36	18·18	45·45	18·18	54·54
Chelsea, St. Mark's	49	42·86	53·06	14·28	69·39	12·24	44·90	32·65	16·33	2·04	32·65	6·12	44·90	22·45	53·06	20·42	73·46
Cheltenham	50	34·00	54·00	12·00	72·00	10·00	30·00	36·00	20·00	2·00	32·00	16·00	44·00	18·00	64·00	28·00	64·00
Chester	19	31·57	36·84	—	78·95	26·32	21·05	15·79	36·84	—	63·15	5·26	47·37	15·78	47·37	15·78	68·42
Chichester	19	36·84	36·84	—	78·95	5·26	21·05	47·37	26·31	—	15·79	—	15·79	10·53	21·05	21·05	68·42
Culham	33	30·30	30·30	12·12	45·45	3·03	15·15	9·09	18·18	—	21·21	—	33·33	15·15	33·33	18·18	57·57
Durham	18	50·00	27·77	22·22	72·22	11·11	38·88	5·55	38·33	16·66	38·88	5·55	72·22	22·22	44·44	16·66	61·11
Edinburgh (Church of Scotland)	28	75·00	21·43	28·57	53·57	10·72	25·00	53·57	7·14	3·57	62·28	7·14	60·71	32·14	57·14	89·28	10·72
„ (Free Church)	39	87·18	12·82	79·49	20·51	5·13	15·38	53·85	12·82	7·69	46·15	2·56	43 59	41·02	46·15	87·18	12·82
„ (Episcopal Church)	13	30·77	61·54	7·69	92·31	30·77	30·77	61·54	23·08	7·69	69·23	7·69	46·15	23·08	53·84	76·92	23·08
Exeter	18	22·22	33·33	11·11	77·77	5·55	11·11	33·33	27·77	—	50·00	—	61·11	11·11	22·22	33·33	55·55
Glasgow (Church of Scotland)	23	95·65	4·35	91·31	4·35	13·04	34·78	60·87	26·09	8·69	65·22	13·04	39·13	8·69	65·22	56·52	43·48
„ (Free Church)	27	100·00	—	89·48	10·52	3·70	25·93	40·74	40·74	11·11	44·44	—	40·74	51·85	44·44	85·19	14·81
Hammersmith	21	—	—	—	—	14·29	9·52	23·81	19·05	—	23·81	4·76	38·10	33·33	42·86	28·57	57·14
Highbury	38	44·73	31·58	15·79	76·31	31·58	42·10	50·00	23·68	5·26	63·16	2·63	50·00	18·42	44·73	23·68	71·05
Peterborough	21	38·09	47·62	14·28	71·43	9·52	19·05	33·33	14·28	—	38·09	—	42·86	23·81	23·81	23·81	61·90
Saltley	32	28·13	34·37	6·25	65·62	15·62	37·50	43·74	18·76	—	34·37	9·38	40·62	9·38	43·74	18·76	59·36
Westminster	33	—	—	—	—	33·33	27·27	51·51	21·21	3·03	24·24	6·06	69·69	3·03	78·78	30·30	69·69
Winchester	25	32·00	36·00	20·00	68·00	8·00	44·00	20·00	20·00	4·00	52·00	8·00	80·00	16·00	48·00	20·00	80·00
York	22	22·72	31·82	4·54	86·36	9·09	18·18	59·09	18·18	—	31·82	—	63·64	13·63	40·91	68·18	31·82
Totals	657	45·72	33·70	23·11	59·33	14·31	27·70	38·05	21·16	3·96	42·77	7·30	48·10	18·72	45·97	34·70	54·49

Tabulated Results of Examination, Christmas 1864—*Male Students of the Second Year*—continued.

Normal School.	No. presented for examination.	Spelling.		Penmanship.		History.		Geography.		Euclid.		Economy.		Music.		Teaching.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	9	55·55	22·22	11·11	44·44	22·22	66·66	—	33·33	33·33	33·33	22·22	77·77	44·44	33·33	11·11	44·44
Battersea	36	97·23	2·77	25·00	58·33	25·00	63·88	8·33	41·66	27·77	44·44	27·77	66·66	27·77	44·44	33·33	47·22
Borough Road	45	53·33	31·11	2·22	44·44	31·11	64·44	2·22	62·22	33·33	37·78	8·88	82·22	25·00	31·81	20·00	62·22
Carmarthen	28	78·57	17·85	35·72	50·00	21·42	32·14	—	3·57	3·57	25·00	3·57	78·57	4·76	61·90	18·18	66·66
Carnarvon	11	63·63	27·27	18·18	63·63	18·18	36·36	—	18·18	9·09	72·72	18·18	54·54	—	20·00	18·18	45·45
Chelsea, St. Mark's	49	95·92	4·08	28·57	71·43	20·42	48·98	2·04	38·78	14·28	44·90	2·04	63·26	18·75	39·58	28·57	65·31
Cheltenham	50	82·00	16·00	38·00	48·00	20·00	68·00	—	40·00	26·00	26·00	6·00	80·00	6·12	38·78	30·00	48·00
Chester	19	73·67	10·53	42·10	42·10	21·05	42·10	—	68·42	26·31	57·89	5·26	89·47	78·95	21·05	31·58	26·31
Chichester	19	68·42	26·31	5·26	42·11	15·79	21·05	—	36·84	26·31	63·16	—	73·68	18·75	50·00	15·79	52·63
Culham	33	81·82	18·18	21·21	48·48	27·27	24·24	—	39·39	24·24	51·51	—	69·69	40·00	53·33	21·21	42·42
Durham	18	94·44	—	22·22	44·44	22·22	22·22	5·55	44·44	—	55·55	5·55	61·11	—	53·85	26·31	47·37
Edinburgh (Church of Scotland)	28	82·14	10·72	46·43	53·57	17·85	46·43	3·57	57·14	46·43	28·57	—	60·71	11·76	64·70	89·28	10·72
„ (Free Church)	39	84·62	7·69	28·20	58·97	20·51	51·29	—	46·15	51·28	25·64	10·25	66·67	4·00	32·00	74·36	25·64
„ (Episcopal Church)	13	84·62	7·69	15·39	76·92	23·08	61·54	—	30·77	30·77	38·46	7·69	61·54	53·84	46·16	76·92	23·08
Exeter	18	83·33	11·11	16·66	66·66	22·22	27·77	—	38·88	11·11	72·22	—	77·77	—	27·77	38·88	44·44
Glasgow (Church of Scotland)	23	91·31	8·69	47·83	47·83	17·39	34·78	—	26·09	34·78	47·83	13·04	78·26	28·57	52·38	52·17	43·48
„ (Free Church)	27	100·00	—	59·26	40·74	18·51	77·77	3·70	51·85	7·40	59·26	—	66·66	10·52	63·16	80·64	19·36
Hammersmith	21	95·24	4·76	76·19	14·29	19·05	57·14	—	9·52	19·05	33·33	4·76	66·66	22·22	66·66	21·74	78·26
Highbury	38	97·37	2·63	5·26	52·63	26·32	42·10	—	52·63	36·84	23·68	5·26	71·05	23·68	31·58	23·07	56·41
Peterborough	21	80·95	19·05	14·28	66·66	28·57	33·33	—	33·33	23·81	38·09	4·76	80·95	—	19·05	22·73	50·00
Saltley	32	87·50	6·25	9·38	65·62	18·76	40·62	6·25	34·37	34·37	46·88	—	62·50	10·00	20·00	39·39	48·48
Westminster	33	75·75	15·15	12·12	48·48	30·30	39·39	6·06	51·51	48·48	36·36	6·06	75·75	9·09	33·33	18·18	60·60
Winchester	25	96·00	4·00	4·00	48·00	24·00	32·00	—	48·00	4·00	28·00	4·00	76·00	20·83	16·66	20·00	64·00
York	22	90·90	4·54	—	68·18	22·72	45·45	—	31·82	13·63	27·28	9·09	72·72	23·80	42·86	13·63	77·27
Totals	657	84·17	11·26	24·50	52·97	22·68	46·73	1·83	41·09	26·03	40·03	6·39	71·69	19·39	39·12	34·82	49·11

Tabulated Results of Examination, Christmas 1864—*continued.*

FEMALE STUDENTS OF THE FIRST YEAR.

Normal School.	No. presented for Examination.	Bible.		Catechism, and Liturgy.		Arithmetic.		Grammar.		Composition.		School Management.		Reading and Repetition.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop's Stortford - -	32	43·75	43·75	12·50	50·00	9·37	81·25	15·62	43·75	18·75	18·75	37·50	50·00	65·62	34·38
Brighton - - - -	26	34·61	34·61	7·69	65·39	11·54	69·23	26·92	30·77	23·08	34·61	15·38	65·39	30·77	61·54
Bristol - - - -	41	21·95	34·15	12·20	48·78	19·51	65·85	26·83	51·22	14·63	36·59	—	70·73	39·02	58·54
Cheltenham - - -	33	33·33	48·48	27·27	51·51	9·09	75·75	12·12	42·42	21·21	27·27	36·36	63·63	51·51	45·45
Derby - - - -	21	28·57	33·33	57·14	33·33	4·76	90·48	28·57	42·86	4·76	28·57	33·33	52·38	19·05	66·66
Durham - - - -	18	27·77	38·89	55·55	33·33	22·22	44·44	5·55	11·11	5·55	5·55	5·55	77·77	33·33	61·11
Edinburgh (Church of Scotland)	31	29·04	58·06	36·66	46·66	12·90	51·6	6·45	9·68	12·90	22·58	22·58	64·52	93·55	6·45
„ (Free Church) -	32	71·88	28·12	75·00	18·75	15·62	53·12	9·37	25·00	6·25	9·37	53·12	46·88	93·75	6·25
Glasgow (Church of Scotland) -	25	44·00	48·00	44·00	48·00	12·00	52·00	—	16·00	8·00	4·00	44·00	52·00	48·00	52·00
„ (Free Church) - -	31	48·39	35·48	9·68	45·16	—	54·84	—	16·12	—	6·46	19·35	64·52	90·32	9·68
Home and Colonial - -	75	30·66	42·66	44·00	37·33	25·33	70·66	40·00	48·00	28·00	32·00	60·00	40·00	65·33	33·33
Lincoln - - - -	22	40·91	27·27	27·27	40·91	13·63	72·73	9·09	50·00	22·73	18·18	9·09	90·91	40·91	59·09
Liverpool - - - -	30	—	—	—	—	—	50·00	3·33	23·33	—	3·33	33·33	60·00	40·00	56·66
Norwich - - -	19	42·10	36·84	26·31	57·89	5·26	89·47	31·58	26·31	—	26·31	36·84	63·16	47·37	52·63
Ripon - - - -	29	17·24	37·93	17·24	24·14	17·24	48·28	13·79	31·04	3·45	17·24	10·34	79·31	44·83	51·72
Salisbury - - - -	34	32·35	47·06	29·41	47·06	32·35	67·71	20·59	44·12	17·65	29·41	47·06	47·06	52·35	67·71
Stockwell - - - -	50	—	—	—	—	12·00	58·00	10·00	42·00	6·00	28·00	52·00	46·00	34·00	62·00
Truro - - - -	17	17·65	41·17	11·76	47·06	17·65	47·06	5·88	35·29	5·88	23·53	5·88	76·47	23·53	64·71
Warrington - - -	50	34·00	48·00	22·00	48·00	8·00	76·00	6·00	24·00	8·00	22·00	12·00	66·00	32·00	66·00
Westminster - - -	31	—	—	—	—	6·46	25·80	3·22	22·58	9·68	19·35	25·80	70·97	29·03	64·52
Whitelands - - -	54	38·88	40·74	50·00	35·18	14·81	68·52	27·77	44·44	33·33	40·74	42·59	50·00	77·77	22·22
Totals - - -	701	35·42	41·02	32·26	42·61	13·69	63·20	16·26	34·38	13·84	23·53	31·95	58·92	51·64	45·65

Tabulated Results of Examination, Christmas 1864—*Female Students of the First Year*—continued.

Normal School.	No. presented for Examination.	Spelling.		Penmanship.		History.		Geography.		Needlework.		Domestic Economy.		Music.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop's Stortford	32	31·25	68·75	34·38	65·62	—	12·50	6·24	34·38	12·90	58·06	25·00	46·87	—	65·62
Brighton	26	53·85	46·15	42·31	53·85	—	50·00	3·85	42·31	15·38	65·39	23·08	50·00	19·24	46·15
Bristol	41	29·27	70·73	26·83	60·98	—	12·20	—	24·39	34·15	53·66	4·88	63·41	5·13	61·53
Cheltenham	33	24·24	72·72	54·54	42·42	3·03	27·27	3·03	15·15	12·12	33·33	15·15	63·63	3·13	28·12
Derby	21	42·86	57·14	71·43	23·81	—	23·81	14·29	38·09	23·81	57·14	4·76	47·62	9·52	66·66
Durham	18	38·89	61·11	22·22	61·11	5·55	44·44	11·11	33·33	16·66	38·89	11·11	61·11	5·55	50·00
Edinburgh (Church of Scotland)	31	87·10	12·90	32·26	64·51	—	12·90	—	12·90	32·26	32·26	12·90	29·04	11·54	19·23
„ (Free Church)	32	87·5	12·5	28·12	71·88	9·37	46·88	6·25	18·75	—	53·12	6·25	62·5	—	46·43
Glasgow (Church of Scotland)	25	92·00	4·00	44·00	52·00	—	4·00	—	36·00	4·00	40·00	12·00	40·00	—	78·26
„ (Free Church)	31	93·54	6·46	35·48	58·06	—	3·23	3·23	29·03	10·00	50·00	19·35	29·03	3·57	50·00
Home and Colonial	75	41·33	58·66	50·66	46·66	5·33	40·00	16·00	46·66	72·00	24·00	9·33	66·66	11·11	45·83
Lincoln	*22*	*40·91*	*59·09*	*18·18*	*72·73*	*13·63*	*36·36*	*4·54*	*27·27*	13·63	31·82	27·27	63·63	4·76	52·38
Liverpool	30	70·00	30·00	33·33	60·00	6·66	60·00	16·66	66·66	10·00	73·33	40·00	56·66	—	35·00
Norwich	19	42·11	52·63	5·26	94·74	—	15·79	5·26	31·58	—	63·16	26·31	47·37	15·79	57·89
Ripon	29	44·83	55·17	31·04	62·06	—	20·69	10·34	20·69	10·34	62·06	3·45	65·52	6·89	24·14
Salisbury	34	32·35	67·71	35·29	58·83	5·88	52·95	—	47·06	20·59	61·76	26·47	50·00	3·12	81·25
Stockwell	*50*	*96·00*	*4·00*	*48·00*	38·00	—	42·00	16·00	42·00	28·00	44·00	18·00	58	12·00	46·00
Truro	17	*17·65*	*32·35*	—	*58·82*	—	29·41	—	*23·53*	—	17·65	—	88·24	—	41·17
Warrington	50	24·00	74·00	36·00	56·00	2·00	40·00	12·00	42·00	24·00	50·00	12·00	44·00	16·00	60·00
Westminster	31	96·77	3·22	38·71	54·84	—	19·35	12·90	38·71	38·71	48·39	22·58	54·84	—	19·35
Whitelands	54	44·44	55·55	51·85	42·59	—	48·15	1·85	20·37	11·11	29·63	27·77	53·70	9·26	74·07
Totals	701	53·78	45·51	38·09	55·06	2·42	32·24	7·56	33·81	23·18	45·49	16·55	54·49	7·34	50·89

Tabulated Results of Examination, Christmas 1864—*continued.*

Female Students of the Second Year.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Arithmetic.		Grammar.		Composition.		School Management.		Reading and Repetition.		Spelling.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop's Stortford	24	50·00	50·00	8·33	66·66	29·17	58·33	62·50	33·33	25·00	75·00	4·16	91·67	87·50	12·50	83·33	12·50
Brighton	19	26·32	73·68	10·53	57·89	31·58	68·42	15·79	84·21	10·55	84·21	—	78·95	52·63	47·37	78·95	21·05
Bristol	37	10·81	75·68	5·41	64·86	8·11	62·16	51·35	48·65	27·03	72·97	—	75·68	29·73	70·27	56·75	43·24
Cheltenham	26	26·92	69·23	11·53	73·08	15·38	50·00	46·15	50·00	34·62	65·38	3·85	84·61	61·54	38·46	57·69	42·31
Derby	20	45·00	55·00	5·00	70·00	45·00	35·00	25·00	75·00	25·00	70·00	—	100·00	20·00	70·00	85·00	10·00
Durham	25	84·00	16·00	24·00	68·00	40·00	56·00	12·00	80·00	16·00	72·00	4·00	92·00	56·00	44·00	76·00	24·00
Edinburgh (Church of Scotland)	28	25·00	67·86	59·26	40·74	35·71	50·00	39·29	57·14	32·14	64·29	25·00	64·29	96·43	3·57	89·29	10·71
„ (Free Church)	35	54·29	40·00	85·71	14·29	5·72	74·28	28·57	54·29	34·29	57·14	57·14	40·00	100·00	—	91·43	8·57
Glasgow (Church of Scotland)	30	6·66	56·66	31·03	62·07	13·33	43·33	23·33	63·33	6·66	76·66	20·00	60·00	70·00	30·00	96·66	3·33
„ (Free Church)	25	40·00	56·00	55·00	45·00	60·00	28·00	40·00	40·00	24·00	68·00	48·00	48·00	96·00	4·00	100·00	—
Home and Colonial	63	87·30	12·70	22·22	61·90	25·00	71·43	38·09	60·32	11·11	88·88	23·81	71·43	65·08	34·92	84·13	15·87
Lincoln	17	52·94	47·06	11·76	76·47	23·53	52·94	76·47	23·53	58·82	35·30	17·65	82·35	88·24	11·76	70·50	29·41
Liverpool	37	—	—	—	—	18·92	64·86	51·35	48·65	24·32	75·67	27·02	67·56	62·16	37·84	70·27	29·73
Norwich	21	57·14	42·86	9·52	57·14	19·05	71·43	33·33	66·66	23·81	76·19	—	95·24	61·91	38·09	61·91	38·09
Ripon	31	38·71	51·61	9·68	58·06	6·45	45·16	32·26	67·74	12·90	83·87	3·22	64·52	45·16	54·84	51·62	35·48
Salisbury	30	50·00	46·66	13·33	66·66	40·00	50·00	70·00	30·00	20·00	80·00	30·00	63·33	83·33	16·66	80·00	20·00
Stockwell	46	—	—	—	—	39·13	36·96	47·83	45·65	39·13	54·35	63·05	34·78	28·26	65·22	97·83	2·17
Truro	12	16·66	66·66	8·33	50·00	—	50·00	25·00	66·66	16·66	83·33	—	75·00	33·33	50·00	66·66	33·33
Warrington	45	80·00	20·00	15·15	55·55	44·44	48·88	53·33	44·44	6·66	91·11	13·33	80·00	80·00	20·00	51·11	48·88
Westminster	26	—	—	—	—	26·92	46·15	42·31	57·69	34·61	53·85	42·31	38·46	19·23	61·54	96·15	—
Whitelands	54	64·81	35·19	31·48	61·11	48·15	42·59	20·37	79·63	12·96	85·18	7·41	88·88	68·52	31·48	83·33	16·66
Totals	651	50·18	44·65	24·67	57·94	28·57	53·15	39·94	56·07	22·28	73·73	20·89	69·74	62·83	35·33	78·03	20·89

Tabulated Results of Examination, Christmas 1864—*Female Students of the Second Year*—continued.

Normal School.	No. presented for Examination.	Penmanship.		History.		Geography.		Needlework.		Domestic Economy.		Music.		Teaching.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop's Stortford - - -	24	33·33	41·66	8·33	70·83	4·16	45·83	33·33	54·16	45·83	54·16	4·16	54·16	54·16	45·83
Brighton - - - -	19	10·53	73·68	15·79	78·95	—	36·85	84·21	15·79	—	84·21	10·53	26·32	36·85	57·89
Bristol - - - - -	37	21·62	48·65	—	72·97	2·70	16·22	59·46	35·13	21·62	78·38	2·94	82·35	45·95	54·05
Cheltenham - - - -	26	19·23	57·69	7·69	57·69	3·85	30·77	30·77	42·31	34·62	65·38	8·00	64·00	50·00	50·00
Derby - - - - -	20	15·00	60·00	—	75·00	25·00	35·00	—	70·00	35·00	65·00	—	60·00	25·00	75·00
Durham - - - - -	25	8·00	72·00	16·00	76·00	32·00	32·00	24·00	40·00	24·00	76·00	16·00	68·00	16·00	72·00
Edinburgh (Church of Scotland) -	28	17·86	60·71	14·29	71·42	3·57	32·14	35·71	50·00	28·57	50·00	13·04	30·44	100·00	—
„ (Free Church) - -	35	8·57	42·86	11·43	74·28	17·14	42·86	71·43	20·00	11·43	51·43	—	25·93	91·43	8·57
Glasgow (Church of Scotland) -	30	20·00	46·66	3·33	73·33	—	36·66	13·33	60·00	6·66	40·00	—	66·66	64·52	35·48
„ (Free Church) - -	25	24·00	60·00	8·00	88·00	12·00	64·00	37·50	25·00	—	64·00	4·54	40·91	88·00	12·00
Home and Colonial - - -	63	11·11	66·66	11·11	76·19	17·46	38·09	71·43	25·40	26·98	66·66	7·93	53·97	66·66	33·33
Lincoln - - - - -	17	41·18	52·94	17·65	58·82	2·53	52·94	52·94	47·06	23·53	76·47	5·88	88·24	52·94	41·18
Liverpool - - - -	37	43·24	56·76	27·02	59·46	5·40	45·94	56·76	37·84	27·02	70·27	—	51·35	54·05	40·54
Norwich - - - - -	21	9·52	71·43	—	52·38	23·81	28·57	4·76	80·95	14·29	80·95	23·81	33·33	66·66	33·33
Ripon - - - - -	31	35·48	41·94	25·81	58·06	16·13	48·39	38·71	54·84	19·35	74·19	—	25·81	32·26	54·84
Salisbury - - - -	30	20·00	53·33	13·33	46·66	6·66	50·00	53·33	40·00	43·33	53·33	16·66	63·33	53·33	46·66
Stockwell - - - -	46	45·65	47·83	30·43	60·87	15·22	36·96	19·56	63·05	41·30	50·00	15·22	43·48	19·56	52·18
Truro - - - - -	12	8·33	16·66	41·66	8·33	—	16·66	58·33	41·66	16·66	66·66	—	8·33	25·00	75·00
Warrington - - - -	45	31·11	62·22	17·77	75·55	11·11	51·11	44·44	42·22	40·00	51·11	21·43	71·43	40·00	53·33
Westminster - - - -	26	42·31	50·00	3·85	76·92	—	57·69	30·77	57·69	7·69	65·38	—	23·08	38·46	57·69
Whitelands - - - -	54	25·92	55·55	24·07	37·04	16·66	51·85	64·81	29·63	50·00	50·00	11·32	67·92	59·26	37·04
Totals - - -	651	24·27	55·14	14·59	65·13	11·67	41·32	44·77	42·61	27·04	61·75	8·33	52·40	52·59	42·84

REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. B. M. COWIE, B.D., late Fellow of St. John's College, Cambridge, *on the* CHURCH OF ENGLAND NORMAL SCHOOLS *for* SCHOOLMASTERS.

MY LORDS,

THE inspection of the Church of England Training Schools for Masters began in May and ended in December. My colleagues and I found in residence in 15 training schools 813 students; 360 in their first year, 444 in their second year; 9 in preparation for the two years' course of study.

They were instructed by 62 teachers permanently employed, and 25 occasional teachers.

The total expenditure of these colleges was 42,889*l.* 10*s.* 2*d.*, giving an average of 52*l.* 16*s.* 4*d.*, per head, on 812 students, for each student in training; the highest cost per head being at Chester, the lowest at Winchester.

The funds to meet this expenditure were raised as follows:—

	£	s.	d.
Given by the Committee of Council - -	34,921	0	1
Paid by students themselves - - -	1,451	15	2
Raised by managers or given by the National Society or Diocesan Boards, &c. - -	9,042	16	5
	£45,415	11	8

The amount of Government contribution was—

	£	s.	d.
In 1862 - - - - - -	37,389	5	0
„ 1863 - - - - - -	38,471	11	4
„ 1864 - - - - - -	34,921	0	1

Exhibiting a decrease in the last year of 3,550*l.* 11*s.* 3*d.*

I beg to offer some remarks on the prospects of the training schools as regards—

1.) Finance.
(2.) Supply of students.

The alacrity with which difficulties have been met in cases where the colleges were in debt, and the state of the balance sheets of all, show that there is a good will towards

these institutions, and that they are not at present under any difficulty of a financial nature.

Some may perhaps find the Government grant fall off in coming years, and then if they should suddenly be enabled to fill again with students, the operation of the rule which restricts the Government aid to 75 per cent. of the *previous* year's expenditure would be found to be very inconvenient. But I feel confident that in such a case your Lordships would be willing to take the matter into special consideration, and apply some rule which shall preserve the spirit of the law without enforcing its letter; such as to take the expenditure for some previous year when the number of inmates was the same, and make 75 per cent. of that expenditure the limit. This difficulty, however, leads me at once to the most threatening aspect of the future of training colleges, viz., the supply of students.

It is not easy to arrive at any safe conclusion as to the probable rate at which school teachers leave their work. I have in my special reports on Battersea and St. Mark's entered into this subject in detail, with reference to the data supplied by these training schools, but without any satisfactory result.

The following table was also supplied to me from the office by the secretary, but I have not been able to draw from it any conclusions of the solidity of which I am satisfied, but it may guide others who make these subjects their study.

Of CERTIFICATED MASTERS known to be employed in Schools under Inspection in GREAT BRITAIN on the 31st December 1863.

I.—The Number examined in each Year for Certificates was as follows:—

1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	Total.
47	180	125	135	133	236	385	350	451	418	475	703	637	672	620	623	Nil.*	6,190

* The result of this examination was not known until after the date up to which the return is made.

II.—The Number aged was as follows:—

Under 25 Years.	Between 25 and 30.	Between 30 and 35.	Between 35 and 40.	Between 40 and 45.	Between 45 and 50.	Between 50 and 55.	Between 55 and 60.	60 and over.
1,779	1,926	929	651	447	253	124	49	32

III.—The Number trained at each Normal School under Inspection was as follows;—

Name of Training School.	Date of Opening.	No. whom it will hold.	No. of *acting* Teachers trained therein.*	Has received Grants amounting to
				£ s. d.
Bangor	1858	41	69	4,152 1 6
Battersea	1840	85	472	50,393 6 2½
Borough Road	1842	100	269	42,680 9 11†
Carmarthen	1848	60	118	16,106 19 1
Carnarvon	1844	43	88	8,884 3 11
Chelsea	1841	108	289	48,799 0 1½
Cheltenham	1847	106	373	64,410 14 6½†
Chester	1839	70	187	21,845 13 4½
Chichester	1840	28	65	7,619 3 11½
Culham	1853	100	176	24,143 6 2
Durham	1841	52	163	19,779 2 8½
Edinburgh Established Church	1845	No fixed number	221	45,249 14 1½†
Do. Free Church	1843	Do.	251	57,536 11 9½†
Do. Episcopal	1852	26	35	3,573 1 1½
Exeter	1840	48	136	15,705 18 4½
Glasgow Established Church	1845	No fixed number	207	37,046 12 9†
Do. Free Church	1845	Do.	179	38,213 15 4½†
Hammersmith, R.C.	1851	70	63	13,581 16 8
Highbury	1850	84	252	33,802 17 4½
Kneller Hall	1850	91	28	—
Peterborough	1859	40	49	6,488 0 0½
Saltley	1852	125	172	26,920 6 11½
Westminster, Wesleyan	1851	72	247	40,565 0 5†
Winchester	1840	56	107	10,185 18 3½
York	1841	82	265	31,607 4 1½

* For the number of teachers sent out after training from each college *vide* separate Reports in Appendix.
† Male and female.

Trained	4,481
Untrained	1,709
Total	6,190

Of CERTIFICATED MISTRESSES known to be employed in Schools under Inspection in GREAT BRITAIN on 31st December 1863.

I.—The Number who passed a successful examination in each Year for Certificates was as follows:—

1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	Total.
3	28	60	74	86	102	185	188	273	287	369	454	605	634	620	645	5*	4,618

* Teachers of infant schools examined at Michaelmas.

II.—The Number aged was as follows:—

Under 25 Years.	Between 25 and 30.	Between 30 and 35.	Between 35 and 40.	Between 40 and 45.	Between 45 and 50.	Between 50 and 55.	Between 55 and 60.	60 and over.
1,947	1,521	572	270	155	97	38	13	5

III.—The Number trained at each Normal School under Inspection was as follows :—

Name of Training School.	Date of Opening.	No. whom it will hold.	No. of acting Teachers trained therein.	Has received Grants amounting to
				£ s. d.
Bishop's Stortford	1852	57	168	15,687 13 4
Brighton	1842	46	107	9,837 16 8
Bristol, Gloucester, and Oxford	1853	80	174	18,776 8 0½
Cheltenham	1847	59	260	—*
Derby	1851	42	122	11,230 10 10½
Durham	1858	46	60	8,141 2 5½
Edinburgh Established Church	1845	No fixed number	174	—*
Do. Free Church	1843	Do.	141	—*
Glasgow Established Church	1845	Do.	120	—*
Do. Free Church	1845	Do.	100	—*
Home and Colonial	1836	140	565	40,549 3 4½
Lincoln	1861	40	14	1,689 13 4
Liverpool, R.C.	1856	71	139	11,506 8 4½
Norwich	1853	40	89	9,592 5 9½
Ripon	1846	63	98	9,781 15 0
Saint Leonards-on-Sea (now closed)	1856	60	52	5,875 8 4
Salisbury	1841	68	205	17,478 8 4½
Stockwell	1842	102	261	10,792 1 8
Truro	1858	34	45	4,642 2 7½
Warrington	1844	100	287	25,116 0 0
Westminster	1851	60	140	—*
Whitelands	1842	110	409	39,014 16 9½

* Included in return for males.

Trained	3,730
Untrained	888
Total	4,618

There is no doubt that the position of some of the training schools is one of anxious uncertainty. The number of vacancies at Christmas 1864 was reported as 550, the number of applicants for admission was only 350. Assuming that 500 students would well suffice to fill the training schools, since only 300 of the 350 applicants passed the admission examination, two-fifths of the available accommodation must remain empty. If this were spread equally over all the schools it would still be a serious matter, for some of them can hardly maintain their existence unless they are full, but in fact some of the schools will be filled, and, therefore, others must be nearly empty. The managers of Highbury training school having fewer applicants for admission than they wanted to fill the institution, and being anxious to secure a permanence for the Cheltenham training schools, resolved on closing their metropolitan school at Christmas, and intend, I believe, to transfer their support to the institutions at Cheltenham in such manner and to such an amount as may be practicable. I am not aware that any definite scheme is yet settled.

Other training schools will be so nearly empty that the managers are seriously considering what measures they must adopt, but at present Highbury is the only school actually closed. Most of the students who had completed one year of training there have been transferred to other colleges for their second year.

The causes of this deficiency in candidates for admission may be—

(1.) That many young men completing their apprenticeship have gone into other callings, not considering that the vocation of a schoolmaster gives them a reasonable prospect of profitable employment, or not being satisfied with the rate of remuneration which is offered.*

(2.) That they can become assistants, or take small rural schools, under the provisions of Arts. 91, 132, 133, and hereafter gain a certificate by examination without having undergone any training.

(3.) That they cannot afford to pay the fee now demanded on admission.

The number of male pupil-teachers in Church of England schools is about four-sevenths of the total number in Great Britain,† and as the whole number of pupil-teachers completing their fifth year in Great Britain in 1864 was 1,375,‡ about 780 of these would have come from Church of England schools, and would have been qualified by having completed their apprenticeship to be candidates for admission. Actually only 351 such applicants presented themselves, and of these 301 were successful. The number must be still further reduced by 22, the number of successful candidates who had not been pupil-teachers. So that the training schools have only received 279 out of the calculated 780 who might have gone on with their scholastic work. They cannot all be considered as having abandoned the profession, for out of the number of male pupil-teachers who have successfully completed their apprenticeship in 1863 some have been employed as assistants, and some are engaged

* I have referred to this in the Report which I had the honour to lay before your Lordships last year (*Min.* 1863-64, p. 310).

† See *Min.* 1863-64, p. lxxvii. The whole number of male pupil-teachers on 31 December 1863 was 7,043, the number of male pupil-teachers in Church of England schools 3,909.

‡ *Min.* 1863-64, p. lxxii. No. of male pupil-teachers in their fourth year of apprenticeship was (31 December 1863) 1,375 ; number in their fifth year, 1,556. One-fourth of those who are included in this latter number might sit for admission in 1863, leaving three-fourths for the Christmas examination, 1864. Suppose one-fourth of the former would also be eligible, this would give 1,511 possible candidates; but taking the lower number, 1,375, we shall be less likely to err by excess.

in small rural schools. But the number must be small, for the whole number of provisionally certificated pupil-teachers to May 27, 1865, is only (male 46, female 91) 137.

The temptation of present employment even at a low salary is very great, and in some cases no doubt this has determined many, who would gladly have qualified themselves for more efficient service by a two years' course of training, to close at once with the openings offered by Arts. 91, 132, but national education will retrograde if the qualifications required in a schoolmaster are reduced to the very low standard which is attained by pupil-teachers in their fifth year. Managers will find out that very little real good is effected in schools under such masters.

It may be asked, Why do you suppose that training schools have such marvellous efficiency, that in two years they can train from this poor material into a better?

I think any one who reflects on the matter will see what a great opportunity there is to achieve considerable results.

The young pupil-teacher is engaged, perhaps from 9 till 4, five days in the week in the school. The atmosphere produces lassitude, even of itself, besides the noise, and the constant demand for attention and vigilance. Then there is a period of instruction from the master: and what is left for private study? I am sometimes surprised that the pupil-teachers do so much and get on as well as they do, when I know how little time and how little freshness they can have for their work. Their homes, too, are often places where attention to books and steady quiet work cannot easily be secured.

Now in the training college they are relieved from all these impediments, separated from distractions, collected together with a common object to which their whole time and attention is directed, under the guidance of persons of experience, of energy, and superior attainment. They have order, regularity, frequent instruction, periodical examinations. They are under good discipline and religious influences; surely no one can doubt that there is in such a case at least opportunity for making a great change in any young man's qualifications. If he be willing, industrious, and obedient, and his teachers are attentive to their duties, and seek during the whole time of his residence to gain influence over him for his good; if, in the fear of God, and with strong sense of duty, both master and pupil work together for a great object, I think it is impossible to overrate what may be the result. Then the age at which these young men are in training, from 18 to 21, is one at which they are most

capable of self-improvement mentally and intellectually. They have their studies all directed to their professional work; they are not withdrawn from school-work altogether for the two years, but in the model school and practising school are occasionally employed in watching the processes of a well-conducted school, or in teaching classes under the eye of a friendly critic whose business it is to watch, correct, and improve their methods.

This is what our training system has for its aim: in as far as it is honestly carried out, it must have a great influence for good, and I believe that generally it is honestly carried out.

The special importance of the second year has frequently been a subject of remark. It is in this second year of training that the most marked progress is made, the character is developed, and the change that comes over some of the men is most observable. Comparing the physical aspect of the inmates, when they are presented as candidates for admission, with their appearance when they are examined before leaving, a great improvement is perceptible; and this goes with corresponding improvement in mental power; more decision, more manliness of tone, more self-respect is observable; and when, with this physical and moral progress, the mind and the memory have been stored with useful material, who can doubt that, in the long run, a much better, more useful, and more vigorous teacher has been secured than it would be reasonable to expect in a young pupil-teacher who has seen his one school for five years, and never had any break in his monotonous existence?

These remarks will not, I hope, be considered superfluous when I am reporting to your Lordships a condition of our normal schools, which seems to result from forgetfulness of the great advantages which have been derived from their establishment.

It is the interest of managers of elementary schools to promote and extend the usefulness of the normal schools, to keep them well supplied with promising candidates.

If they are looked upon without favour, and no effort is made by managers and by teachers of schools in this direction, it must be the result of a lamentable want of foresight.

I have said that I believe these colleges are doing their work honestly; it is not at all contradictory to this assertion that I desiderate more attention to some subjects, and I wish any remarks that I now make in this report to be subordinate to the opinion I have so formed as to their general good management and careful work.

In the religious instruction I should like to have some-

thing more than mere classroom lectures on the special books selected for examination subjects. In those colleges where a chapel forms part of the building, in which the students assemble daily or weekly, there is great opportunity for trying to influence the men by the highest motives; I think they require such special instruction. One of the greatest difficulties in elementary schools and in normal also, is the want of a sense of honour, truthfulness, and honesty. I take as an example the copying at examinations that is continually going on. Sometimes we detect it, but we are sure that it must frequently escape detection.

By religious instruction in its useful and practical sense, I mean that the moral virtues should be set before these men on high grounds, high Christian grounds. Truth, honesty, an absence of meanness, self-respect, respect to others, industry, cleanliness in all its senses, all these things I would have impressed upon these men by connecting them with the Christian character. Special temptations beset these young men, and those who have the conduct of them should carefully adapt their teaching to their charge. For these reasons I think they should always have some special teaching of a religious kind, and not be scattered all over a town on Sunday, as they sometimes are, told off to different churches. That they should do this occasionally, or part of the day, is not objectionable, rather the contrary; but they should also be assembled together and taught by the principal or other clergyman connected with the school how they should observe the precepts of Christianity in their special secular occupation. In many of our training schools I dare say this is done. I should like to see it more effectually done everywhere.

Religious instruction in the Prayer Book is not given systematically in the way in which it is most useful. Our examination in the Prayer Book is described thus :—

"The Prayer Book, its history, language and contents."

We do not want the 'HISTORY' of the Prayer Book in minuteness of detail: very simple facts connected with it are all that is needful. A much more important point is that the young men should have an intelligent knowledge of its contents and its language. It would astonish many persons to find, if they would question children, how much they repeat, especially in religious formulæ, to which they attach no meaning whatever. Sometimes, of course, it is difficult for children, from the poverty of their vocabulary, to express their meaning in words, even when there is a fair

comprehension, but there is a much greater difficulty when they never think about the meaning. What is fairly to be expected from an intelligent teacher is that he should be able to explain to children, in language which they comprehend, the meaning of all that they find in the manual which the Church puts into their hands, their chief (very often *only*) book of devotion.

I think the tutors and teachers in training schools should read through the services carefully with their students, and make them thoroughly understand all the figurative, archaic, and difficult terms, phrases, sentences; and not only make *them* understand but make them see the difficulties that children might find in places which seem at first not to involve any, and so anticipate evil, which grows apace; never assuming that glibness of repetition, or smoothness of utterance, are proofs of comprehension. How often do we hear children repeat the words of our Lord correctly, and yet gain very little of their meaning as it concerns themselves.

In my annual visits to the training schools I dwelt much upon this point in addressing the students, and I am glad to perceive by the lists of the Christmas examination of 1864 that a much better result has been obtained this year than in the previous year.

The methods of instruction are I think gradually changing in some subjects. The perpetual oral lecture and note taking is giving way to the far better method of catechetical teaching from a text book. The book having been selected carefully, and each student having a copy, a certain portion is to be read over and digested by the class, the lecturer then examines on this portion orally by questions which can be adapted to the individual, and to the state of his knowledge, and occasionally the text book can be enlarged by the lecturer's observations, statements being corrected or supplemented as the case requires. This will be a much more effective method than a lecture slowly given, almost dictated. The note book filled with the student's own representation of what he hears was often useless, often positively injurious, but was fortunately seldom consulted. Good text books are now much more easily obtained than they were some years back, when oral teaching was almost a necessity. A well read text book, and frequent oral and written examinations on different portions of it, will be a much more efficient means of imparting knowledge, than the *segnior irritatio* of the lecture, doled out in mournful slowness, and imperfectly

registered in a note book, which when full was sometimes carefully put away for ever, sometimes consulted, if legible, but seldom was more than a crude outline, distorted, and disjointed. In such subjects as geography and history, I hope we have now generally got into this method.

Physical geography is best taught by maps,—continued examination of the map,—copying it,—drawing it from memory. Commercial and political geography go along with the physical and the catechetical lecture, with occasional enlargement of special points, which are slightly passed over in the text book, or the filling up of lacunæ by information acquired by the lecturer.

In arithmetic, perpetual examinations, followed by criticism of the exercises sent in, and good black board specimens of right methods, and clear arrangement, are I think still needed, for the proficiency of our students in training colleges in arithmetic is far below what it ought to be.

In grammar and composition I think we have improvement.

I have already mentioned the fact that Highbury training college has been closed. In my special report I have quoted the resolution of the committee of managers, and expressed my regret that an institution which has done much useful and real work should have come to an end.

The principal, aided by a most efficient and hard-working staff, has been unremitting in attention to his duties at Highbury. Honest, well-directed work has always been a characteristic of the college. Its pupils have generally shown themselves to be well prepared and soundly instructed, and I have no doubt that the committee are fully justified in their reflections on the amount of good which their college has effected during its brief existence of 15 years.

Another change which must be mentioned here, which will be of great importance to the institution, is the resignation of Mr. Derwent Coleridge, as principal of St. Mark's. Those who remember the controversies of the last 25 years, and the gradual growth of the system now in operation, will remember the names of St. Mark's College and Mr. Coleridge as household words.

Although I have always hesitated to follow Mr. Coleridge in his expanding notions of the great work, to which he was devoted, I think it is only asserting what will meet with general assent when I say that he has impressed upon the training college system a great deal of its present

character, that he was a pioneer in a work which has become national in connexion with the Church, and that he has deserved well both of Church and State.

He will be followed in his retirement by the good wishes of all who have known him. Mr. Coleridge's higher aims for the education of the people will have many sympathizers, who nevertheless think that the Government should restrict its aid to the care of those who cannot help themselves. And in particular, while I look back with admiration on much that has been done at St. Mark's College during the last 25 years, I hope that its energies may be in future more directly thrown into that one channel which will secure its permanence.

Another principal of a training college, Dr. Bromby, formerly at Cheltenham, who accomplished a very important work in a way of a different kind, has passed out of our work to that of the Colonial Church. Dr. Bromby established Cheltenham training school to carry out strictly the Government plans, and with the anticipation, which for some years was realized, that it could be maintained on Government grants alone. I must again refer to my special report on Cheltenham for the characteristics of Dr. Bromby's government of his college.

He has left behind him a most pleasing remembrance of his labours in the building occupied by the training school for masters, and I believe that, generally, the men who were trained under him and his colleague, Mr. James, have done good service in the country.

I have the honour to be, &c.

B. M. COWIE.

To the Right Honourable
The Lords of the Committee of Council on Education.

SPECIAL REPORTS.

BATTERSEA TRAINING SCHOOL FOR MASTERS (NATIONAL SOCIETY'S).

This college was established long ago, by Mr. Tufnell and Sir J. Kay Shuttleworth, and afterwards, when the National Society took it up, the work of training was carried on under the management of the Rev. Thomas Jackson. The records, however, from which I get returns, extend back only to the year 1851, when Queen's scholarships were first given. Mr. Jackson was succeeded by the Rev. S. Clark, who had been Vice-Principal at St. Mark's, Chelsea; and when Mr. Clark resigned the Rev. R. Graves was appointed Principal.

The original premises have been from time to time enlarged, and some years back an additional house was taken near the college. This has

now been given up, and the college occupies only the house and additions to it in immediate contiguity. A chapel has been since built in the grounds. The number of students who have been trained here and have left the college, from 1851 to end of 1863, is 587. Of these the Principal states that 499 are known to be now acting as teachers of elementary schools in Great Britain. A detailed account was given of their employment up to the end of 1861 by Mr. Clark (see p. 285, *Min.* 1861–62). He there accounts for 496 students, of whom 391 were employed in national schools under inspection. If we take the corresponding numbers for end of 1863, 587 and 499, it would seem that while 91 has been added to the number of students who have left the college, 108 have been added to the list of those who are employed in schools. In order to account for this discrepancy, I suppose that all who are returned by Mr. Clark as employed in endowed and other schools for the poor (27), in training colleges in Great Britain and Ireland (11), in training colleges in the colonies (3), in schools for the poor in the colonies (10), should be added to the 391; thus giving for the numbers at the end of—

1861.

Students trained at Battersea since 1851 - 496
Number employed in education of the poor 442 } waste in 10 years, 54.

1863.

Students trained since 1851 - - 587
Number employed in education of the poor 499 } waste in 2 years, 88.

I do not think it is safe to assume any uniform law for the years 1862-63, but adding them to the previous years the waste in 12 years is 142, or at the rate of nearly 12 per annum. I have made this calculation here rather for the purpose of showing how very untrustworthy such deductions are. I do not believe there is sufficient experience to arrive at safe conclusions. The years of panic 1862-63, showing so very different a result to that of the previous ten years, forbid us to assume that we can yet find out the rate at which the teachers will retire from the profession. When Mr. Clark assumed the management of this college he determined to apply himself directly to carrying out the plans of the Committee of Council. We should therefore expect to find from the returns in the Battersea lists the best data for anticipating the results of future years; but this examination shows that we are treading on uncertain ground.

The college was inspected by Her Majesty's inspectors Mr. Brookfield and Mr. Tinling, as well as by me. We found 78 students resident, the number of furnished dormitories being returned as 85. Of these 38 were in their second year of training.

The staff of teachers is:—

Rev. Robert Graves - - Principal.
Rev. Evan Daniel - - Vice-Principal.
Mr. J. P. Fawnthorpe - } Masters.
Mr. H. Lewis - - - }
Mr. C. C. Howard - - Assistant Master.
Mr. J. Martin - - - { Normal Master and Master of Practising School.
Mr. E. S. Cockton - - Organist and teacher of Harmonium.

All constantly employed.

J. Hullah, Esq., and his assistant - - - } Music
W. Denby, Esq. - - Drawing } occasionally engaged.

The number of days of vacation in 1863 were:—January 1 to January 28 (28); midsummer, from July 15 to August 28 (45); and from December 12 to December 31 (19). Five days out of this were occupied by the examination for admission, which gives 92 days for the students, 87 days' vacation for the officers of the college. These are the only periods during which all the students are expected to leave the college. The work of the college was suspended for six days at Easter, and three days at Whitsuntide; but nearly half of the students remained in residence. On Wednesdays and saints' days the students are allowed to leave the college from dinner till tea time.

The general conduct and health of the students were good. The superintendence seems effectual. The building is not very conveniently arranged for order and cleanliness; the staircases and corridors are confined, and there is very little room for putting away unsightly objects or lumber. In this respect the college must suffer in comparison with structures of more recent date, where trouble has been taken to utilise the space for the purposes of a training school wholly; an adapted building will always appear at a disadvantage in such a comparison. But notwithstanding these difficulties, Battersea College must always be looked upon with favour, from its early history and the amount of influence which it has had on the work of training.

The religious instruction is given by the Principal and Vice-Principal on Sunday; in the morning the students attend divine service in two of the parish churches of Battersea, St. Mary's and Christ Church; in the evening they attend the College Chapel. On week days they have a "selected" service in College Chapel at 9 a.m. and 9·30 p.m. Full service on saints' days.

The professional training is secured by the attendance of the students at the St. John's school, an endowed parochial school adjoining the college. The master of the school is normal master in the college. Eight students are always in the schools, two of second year, six of first; the former change weekly, the latter remain a fortnight. In this manner each second-year student has a fortnight in the school, and each first-year student five or six weeks. I can hardly make out from the report now before me whether the students teach under the normal master's eye, *in each successive grade*, which I always think to be important.

The students are employed in industrial work in the garden about one hour daily, and with good effect.

The results of the examination of 1863 showed that the students did very well in these subjects:—

1st year.—Scripture, school management, history, geography, Euclid, economy, music.

2nd year.—Scripture, catechism and liturgy, mental arithmetic, grammar, composition, school management, reading, history, geography, music, and teaching.

That they did not do well in—

1st year.—Mental arithmetic, English composition.

2nd year.—None.

In 1864 the result of examination shows commendable proficiency in—

1st year.—Catechism and liturgy, grammar and composition, school management, history, geography, Euclid, economy, and music.

2nd year.—Scripture, catechism and liturgy, arithmetic, English composition, school management, reading, history, Euclid, economy, music, and teaching.

In no subject did either year fall short of a fair standard.

The terms of admission are, that each student must pass the Government admission examination, and pay 10*l.* on entrance. He is then

entitled to two years' board and education, being bound by agreement to take charge of an inspected school at the end of his time.

The average annual cost of a student to the college in 1863 is returned as 60*l.* 10*s.* 11*d.*; in 1864 as 57*l.* 17*s.* 11*d.*

Of 38 men who left at Christmas 1864, 21 were placed, and 6 were in treaty for situations before the end of January; and the Principal expected to have placed them all before very long.

CARMARTHEN OR SOUTH WALES TRAINING SCHOOL (NATIONAL SOCIETY'S).

This college was inspected by Her Majesty's inspector, Rev. W. Binns, and me in September. Since its establishment in 1848 it has sent out 375 trained students. In my report for year 1859 I accounted for 96 of them, viz., all those who had gained certificates up to 1858. Hence it appears that a large proportion of the students trained here must have failed to show themselves competent; probably a large number have only been residents for a short period for self improvement without expecting to qualify themselves for a certificate. However useful this general work may be reckoned, under the present system of Government aid it will have to be provided for by the managers only. The number of inmates which the building can accommodate is 60. We found 51 students in residence, of whom 34 had resided more than one year, 17 less than one year; 33 out of the 34 had been Queen's scholars in 1863, and one was a private student; 15 out of the 17 had passed the admission examination in December 1863. Out of this number 28 were presented for examination in second year subjects last Christmas, and 21 in first year subjects.

The list of officers engaged in tuition is thus given:—

The Rev. W. Reed	-	Principal.
The Rev. E. W. Brown	-	Vice Principal.
Mr. W. Davies	-	Assistant Master.
W. W. F. Saunders	-	Do.
Mr. W. J. Rickard	-	Master of method and of the Practising School.
Mr. Horsford	-	Drawing } occasionally employed.
Serjeant-Major Ryle	-	Drill }

One of the students taught music to the others, one hour daily. The number of holidays in the preceding year was returned as 120 days.

The students are healthy, fairly superintended, and well cared for. Their hours of recreation are abundantly sufficient. The time table was the subject of lengthened discussion with the managers, and we left the conference understanding that more work should be done in future.

There is a chapel in the college where morning and evening prayer is said daily. The students attend the parish church in the morning, the chapel in the evening of Sundays.

The students are employed to pump water and cut wood for the whole establishment. This is their industrial work; it can only be looked upon as rough exercise, and not as part of their training for future position.

The practising school is flourishing in numbers under an able master. At the last examination the children did very well. The buildings seem scarcely adequate, and are not very well kept, and the apparatus was rather scanty. Some of the arrangements were criticized, but on the whole this part of the work of the training school seems fairly efficient. Three students are present each week throughout the year, and all the students are engaged in normal work, lectures, &c. on Wednesday afternoon in a lecture room attached to the practising school.

The terms of admission are these—

"Candidates whose names are on the list of the Christmas examina-
" tion held by Her Majesty's inspector will be admitted gratis."

I suppose this means "who pass the examination."

Other students pay 23*l.* quarterly in advance.

If any student does not "obtain a place in the list of the examina-
" tion held by Her Majesty's inspector at the end of the first
" year's residence" he will be charged 3*l.* during the second year's residence.

An entrance fee of 10*s.* is paid, one half at the beginning of the first year and the other at the beginning of the second year's residence.

The result of the examination of the students in 1863:—

Subjects in which the students did not do well:

1st year.—Catechism and liturgy, mental arithmetic, English composition, history, geography, Euclid.

2nd year.—Arithmetic, catechism and liturgy, grammar, school management, geography, Euclid, economy, music, teaching.

Subjects in which they did well.

1st year.—School management, reading.

2nd year.—History.

This is a miserable result, especially as regards the 2nd year. In the last year, 1864, some improvement is shown, the returns are—

The students did well in these subjects:—

1st year.—Catechism and liturgy, school management, reading.

2nd year.—Reading, economy, and teaching.

And did not do well in—

1st year.—Mental arithmetic, arithmetic, history, geography, economy.

2nd year.—Catechism and liturgy, mental arithmetic, arithmetic, school management, geography, Euclid.

This shows some little improvement, but still leaves great room for more.

The average cost of a student in 1863 was 56*l.* 6*s.* 8*d.* In 1864 it is given as 44*l.* 4*s.* 3*d.*

Out of 33 men leaving at Christmas 1864, 28 had obtained situations before the end of January 1865.

CARNARVON OR NORTH WALES TRAINING SCHOOL.

I inspected this school in September. This institution has generally been distinguished by two peculiar features. It has been conducted on the most economical scale, the average cost of a student here being less than in any other Church of England training school for masters. It has till lately had a considerable number of students in preparation for normal training (paying 7*s.* a week), the special reason for this being that they are generally young Welshmen whose knowledge of English is so small that they require peculiar treatment. This latter fact has been the cause of a misapprehension as to the former. In last year's report, the total expenditure of the college is charged upon 32 students instead of upon 39 inmates, which makes the cost per head strangely in contrast with the average cost of former years.

Since its establishment in 1844 this college has received into training 286 students. It contains 43 dormitories, 42 of which are furnished ready for the reception of pupils.

I found 35 resident pupils. In second year of residence, 18; 14 of these had been Queen's scholars of 1863, and four others. In their first year of residence 16, who had all been pupil-teachers and who had all

passed the admission examination in December 1863. There was one student in preparation for the admission examination of 1864. In the course of the year one student had died, three of the preparatory class of 1863 left, having failed to pass the admission examination. One left in April 1863 to take charge of a school.

The officers of the training school are:—

Rev. W. Rees Williams, M.A.	- Principal.
M. T. Cormack, M.A. -	- Vice-Principal.
R. Roberts, certificated teacher	- 3rd Master.

These are constantly employed. Besides this—

J. C. Rowland	- Drawing Master.
R. Denton -	- Master of Method and of the Practising School.

The instruction of the students was fairly good, but I thought more time should be assigned to arithmetic, as the results of the last examination were unsatisfactory. I also remarked on the very small knowledge of the Prayer Book which the students showed in 1863. These matters were discussed with the Council, the Bishop of Bangor being in the chair, on the 8th September. I proposed to the Board that they should adopt some method of testing the instruction given by an examination of their own, especially in religious instruction, as I had done in other training schools where this is not already the custom. They passed a resolution "that a sub-committee be appointed to inquire periodically "into the moral conduct of the pupils and to report on the methods "pursued for imparting religious instruction with especial reference to "the catechism and liturgy as well as to ascertain the proficiency of the "pupils by examination." The sub-committee, consisting of the Lord Bishop of Bangor, the Lord Bishop of St. Asaph, Very Rev. the Dean of Bangor, Rev. the Vicar of Carnarvon, Rev. E. Pughe, met on 18 November at the college, and, having heard the several masters examine the students, have to report that the examination was satisfactory, and that the methods pursued for imparting religious and catechetical instruction appeared to be good and judicious.

The result of the examination by Her Majesty's inspector at Christmas 1863 showed that the students of the first year passed creditably in Holy Scripture, school management, and economy, but fell below a fair standard in mental arithmetic, English composition, English history, and music, and failed in catechism and liturgy.

The students of the second year did well in Holy Scripture, school management, English history, and class teaching, but were below a fair standard in mental arithmetic, arithmetic, and economy.

In the last examination, Christmas 1864, the students of the first year passed well in catechism and liturgy, geography, and Euclid, and fell below a fair standard in British history only. In arithmetic they barely passed out of the latter group, one third only getting the mark F. .

The students of the second year (Christmas examination 1864) passed a *very* creditable examination in Euclid only. They fell below a fair standard in mental arithmetic, geography, and music. The arithmetic again showing signs of much weakness.

The first year students of 1863 are the second year students of 1864; they seem to have been rather below the average. The next group of students promises better results.

The students attend at the neighbouring parish church on Sunday morning and Sunday evening, also on Thursday evening, and they have a full service every Wednesday morning in the lecture room.

During the year 1864 students have been admitted free of all charge; first year students receiving besides an allowance for travelling expenses

at the rate of 1*d.* per mile for two journeys to Carnarvon, and two journeys home; second year students receive an allowance of 8*l.* and no journey money. In future it is proposed that the second year students should have 6*l.* only.

The arrangements of the practising school are these:—

"The first year students spend four weeks and the second year students five weeks in the practising school in the year.

"Each student usually takes the entire charge of a class during his week's stay at the school. He is also required to give two collective lessons to a section (two classes grouped together).

"The master generally superintends the class teaching. When he is engaged in hearing or giving collective lessons in the class room, the superintendence is committed to the assistant, or one of the second year students.

"A criticism lesson is given every Tuesday evening by one of the students."

This arrangement is not good in this particular, that each student only teaches one class; in a well managed system each student should, under the normal master's eye, teach each class in the school in succession. There is no security for this general practice in the plan so described.

The practising school is the National school of Carnarvon. It is well suited for the purpose in numbers and general organization, but I thought there was too much noise, and a certain want of strict discipline, which is very disadvantageous, and which will I hope be found to disappear under continued exertion and close vigilance.

In 1863 the average* cost of a student was 44*l.* 5*s.*

In 1864 it was 42*l.* 6*s.* 5*d.*

On inquiry in February as to the facility with which the students on leaving find places, Mr. Williams writes—"Out of 14 only three are "without situations. All these are Englishmen. We have no difficulty "in securing schools for Welsh speaking students, especially if they can "sing."

CHELSEA (ST. MARK'S) TRAINING SCHOOL FOR MASTER'S (NATIONAL SOCIETY'S).

This well known institution has now passed through its first period of existence under the government of Rev. Derwent Coleridge. This period extends over 25 years. The college was established in 1841, at first receiving only a small number. It has been gradually enlarged till at present it will accommodate 108 students. Although the Government has largely aided in the building expenses, viz., to the amount of 8,192*l.* 15*s.* 5*d.*; yet this bears but a small proportion to the total expenditure in building and purchase of site, which has been 34,554*l.* 17*s.* Around the house, which originally was called Stanley Grove, have grown large buildings for the lecture rooms, dining hall, sleeping rooms of officers and students, &c., and in the other parts of the grounds a chapel of agreeable aspect, and schools whose design is of a doubtful character. The whole has been produced by the exertions of the Principal, and the committee to whom the National Society entrusted the management. The project was started by the late Gilbert Farquhar Mathison, and he lived to see it assume proportions which he might have anticipated; but it is not certain that the developement of the original idea was according to the pattern which he had forecast.

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* In *Min.* 1863-64, p. 287, it is 53*l.* 18*s.* 10*d.* I have explained that this is owing to the whole expenditure being divided by 32 (the number of students only), instead of 39 (the number of students + number of preparatory class).

It is necessary to say thus much because Mr. Coleridge's retirement from the headship of the college has led him to print an address,* in which he recapitulates the chief features of his government of the institution, and it is followed by a list of the men trained under him, following out their career, and thus showing the results of his labours during a quarter of a century, which cannot but be interesting to all who are concerned in the work of Church education. I call it Church education distinctively, because there is no doubt that the aim Mr. Coleridge has had in view is not exactly that which the Parliamentary votes contemplate, and this wider range, over which Mr. Coleridge has extended his influence is one which the friends of Church education may be glad to cover; but which the public money is not intended to reach.

The whole number of men who had left St. Mark's after training, at the end of December 1863, was returned to me in October and November last as 664. [It should apparently be 659, *see* below.] Those who left at Christmas 1864 can hardly be included yet, as "*all* employed in "the work of school teaching in National schools."

The "summary account," (p. 15) gives, as the "total number believed "to be now engaged in the education of the poor in Great Britain," 440; from which must be deducted 49 "students who, having com- "pleted two years' training, *will* at the beginning of 1865 enter on the "charge of schools falling under one of these heads," *i.e.*, either National, or other than National.

We get then 391 believed to be engaged in the education of the poor at the end of 1864.

The number 391 is thus made up:—

Now employed in National schools	329	
Now employed in schools for the poor other than National	48	
In training schools or other work connected with normal training and school organization	14	
	391	

What has become of the rest?

They are accounted for thus,—

Now employed in grammar schools, middle class schools, private schools, private tuition	99	
In holy orders, engaged in clerical work not directly connected with education	13	
Laymen not engaged in education	35	
Unemployed, chiefly from ill health	9	
Present employment unknown	29	
In colonies engaged in educational or missionary work	43	
In colonies not known to be engaged in educational work	8	
	236	
Deceased	32	
	268	
		659

* National Society's Training Institution for Schoolmasters, St. Mark's College, Stanley Grove, Chelsea, Occasional Report, December 1864, with a List of the Students trained in St. Mark's College, showing their present employments.

This has been carefully compared with the register of teachers in the Privy Council office.

Taking the list of names as set out by St. Mark's College, I find that with respect to the 659 names there given our register gives this result.

A. Never had a certificate		60
B. Obtained certificates but never had an inspected school		72
C. Obtained certificates, and have had schools, but have not been heard of—		
Since 1847	1	
„ 1848	1	
„ 1849	3	
„ 1850	2	
„ 1851	2	
„ 1852	3	
„ 1853	8	
„ 1854	11	
„ 1855	8	
Since 1856	10	
„ 1857	7	
„ 1858	13	
„ 1859	12	
„ 1860	13	
„ 1861	16	
„ 1862	17	
		128
D. Employed in 1863–1864, but in places different to those given in St. Mark's table		87
E. Cases in which the register agrees with the St. Mark's returns as to teachers *now* (December 1864) in charge of schools		280
		627
Deceased		32
		659

Now some of the men in Class D. have probably left since the date at which we know anything of them, such as those who have gone out to the colonies, &c., and are so described in the St. Mark's list.

Assuming for the two years 1863, 1864, a waste only equal to the waste of the single year 1862, the number 87 in D. may be reduced to 70, and this together with E. 280 is 350; the probable number of teachers trained at St. Mark's now (December 1854) teaching in inspected schools. *This is little more than half the number trained.*

Now Mr. Coleridge has always maintained that his object was to raise the education of the middle grade as well as the lower grade; and hence he endeavoured to leaven the body of teachers of middle class schools with the better article which he manufactured at St. Mark's. He has done this with considerable success; and the friends of education may well be pleased with that success. But this work should be done, and paid for by those *who wish to do it.* And there cannot be a more evident proof of the necessity of recent measures in order to secure the application of Parliamentary funds to their intended object than is shown by the tabulated results of the 25 years' work at St. Mark's.

Mr. Colerige's aim has been a high one, and he has been successful in a high degree, but of the means by which the result has been attained a considerable part was not provided for any such purpose. According to the return, p. 279 of the *Minutes* 1862–63, the Government has contributed to St. Mark's (up to December 1863) 57,194*l.*, and if the college had then closed the value of the return to the country in the direct results for which the money was given would be only 350 teachers instead of 650 actually trained and sent out during the period of the last 25 years.

Mr. Coleridge will say the "benefit to the country" is far greater than is indicated by this numerical proportion, that his 350 are better teachers

than most others; and the remaining 300 are young men who are doing good social work wherever they are, and that the tendency of all middle-class education to improve, is very much due to the infusion of St. Mark's men into that most important work. But if this should be granted, yet it is certain that the intention of Parliament is not out of the public grant to invigorate the educational institutions of the lower middle class. At present that class is left to help itself or to be helped by public spirit and voluntary combination; but it can have no right to benefit from a grant made directly for the education of the poor who maintain themselves by manual labour.

As Government aid to training schools is now directly proportional to the number of teachers who work in inspected schools for the poor, this system of training young men for the higher branch of the teachers' profession must either be abandoned or the funds must be provided by the National Society, or from some other source. If neither of these conclusions is accepted, I do not believe that St. Mark's College can stand.

This digression will I trust be pardoned, for it is a matter of vital importance, and has a bearing on some questions which will arise about the practising schools.

The number of students in residence in 1864 has been 103, 54 reading the first year's course, 49 the second year's course.

The staff now consists of—

Rev. J. G. Cromwell, M.A.	-	Principal.
Rev. C. F. Eastburn, M.A.	-	Vice-Principal.
Rev. W. Benham -	-	Masters.
Rev. J. J. Mercier	-	Masters.
Rev. A. C. Daymond	-	Normal Master.
Mr. A. C. King	-	Bursar.

Constantly employed.

Rev. T. Helmore -	-	Precentor, occasionally employed.
J. Hullah, Esq. -	-	Music, occasionally employed.
Mr. Rawlins - -	-	Drawing, occasionally employed.
Mr. O. Breden -	-	Assistant masters in the practising schools.
Mr. J. A. Swornsbourne	-	Assistant masters in the practising schools.
Mr. J. A. Aarons -	-	Assistant masters in the practising schools.
Mr. P. Puyo (French)	-	Assistant masters in the practising schools.

The account given of the days on which the work of the time-table is interrupted is this:—

The Christmas and Midsummer vacations during 1863 amounted to 84 days.

January 1 to 17; July 13 to August 28; December 12 to 31.

Other partial holy days, including St. Mark's day, Easter and Whitsuntide, and special holidays on account of public events 15 days.

On each of these 15 days study and lectures averaged 3½ hours and the two chapel services were invariably attended; on 11 saints' days and holy week, the work of the time-table was interrupted by the chapel services which are held at 11 and 4 on those days, but 6½ hours of each day were devoted to study and lectures.

In December the candidates for admission fill the college for five days after the departure of the students, but in January the new students are not able to enter until a week after the return of the old students, the admission list not appearing early enough to allow of their being summoned for the re-opening day.

The students are generally healthy, although a medical man attends daily to visit them; they are well fed, and the hours of recreation are ample.

The students attend the college chapel, and have an abundant staff of spiritual pastors.

The professional training of the young men requires revision. I have described minutely the organization of the schools at pp. 319-20, *Minutes*, 1859-60. There is an upper commercial school, a lower commercial school, and a national school.

It would be more suitable to the purposes of the college if there could be three national schools, all of the type of our elementary schools for the children of the labouring poor, one of which should be a model school, not more expensive than the others, but into which the best behaved and more diligent children should be drafted, and where they should have a somewhat more advanced education as the reward of good conduct and diligence. A commercial or upper school in which French and Latin are taught, which is self supporting, and where the boys are taught only by students from the college, seems specially designed to train the young men so employed to serve in similar schools when they leave, a training which has not been without its fruits.

As ar auxiliary to the funds of the schools, this upper school has been successful, but at the same time it has (almost directly) tended to diminish the Government subsidy in years to come, and the better the school the more distinct is the misapplication of the resources of the institution to a class of persons in whose education the Government never intended to assist.

I have already pointed out that this was part of the work which Mr. Coleridge had marked out for himself, and perhaps the National Society's grant to St. Mark's may be supposed to provide for this part of its work, but it will evidently, under the new system, be advisable to restrict the schools to less ambitious aims more directly included in the primary object of the college.

The results of the examinations of 1863 show that the students did very creditably in these subjects:—

1st Year.—Scripture, school management, reading, Euclid, economy, music.

2nd Year.—Scripture, English composition, school management, reading, history, geography, teaching.

That they fell below a fair standard in these—

1st Year.—English composition, English history.

2nd Year.—(None.)

The corresponding results in the examinations, December 1864, show a creditable proficiency in—

1st Year.—Catechism and liturgy, grammar and composition, reading, Euclid, economy, and music.

2nd Year.—Scripture, catechism, and liturgy, school management, reading, teaching.

In no subject did the students of either year fall below a fair standard.

The fee payable by each student who has been a pupil-teacher and who has passed successfully the admission examination is 10*l.* on entrance; he is then entitled to education and board free for two years without further payment.

Other candidates for admission are charged 25*l.* per annum, 5*l.* to be paid on entrance, the remainder within six weeks; the second year's premium may be paid in half-yearly instalments.

The average cost of a student at this college in 1863 was 61*l.* 2*s.* 10*d.*; in 1864 it was 58*l.* 1*s.* 10*d.*

Of 50 men who left at December 1864, 35 had obtained situations before the end of January 1865.

CHELTENHAM TRAINING SCHOOL FOR MASTERS.

Her Majesty's inspector, Rev. J. R. Byrne, and I visited this training school in October and November. This college was established in 1847, and under Dr. Bromby's management (now Bishop of Tasmania) it has been very successful. The building is large, convenient, and picturesque, and in true collegiate style, enclosing a quadrangle. It has very compact and pleasing schools at one corner of the enclosure. It has had ever since I have known it a very efficient staff of teachers, and has done a good work. It is satisfactory to find that it is likely to continue its career. The support hitherto given to Highbury Training School (now closed) will probably be transferred to Cheltenham, and thus the means which the supporters required may be found sufficient.

Dr. Bromby's share in the training of schoolmasters has been considerable, 772 having left the college up to end of 1863. Wherever I have met with them, or heard of them, the general opinion has been that they were fairly educated and prepared for their work, and that this institution had been successful. The office so ably filled by Dr. Bromby, whose chief merit was, I fancy, general management rather than actual teaching, has been entrusted to the Rev. R. Chamney, M. A., of Cambridge, and he had assumed the government of the college during the latter half of 1864, and before our visit. The number of inmates was then 87. The college will hold 106. Out of the 87, 35 were in the course of their first year of residence.

The staff of officers :—

Rev. R. M. Chamney, Principal.
H. A. James, Esq., Vice-Principal.
Mr. R. Ross,
Mr. P. Sutcliff,
Mr. E. W. Brereton, } Masters.
Mr. John Gill, Master of Method.

All these constantly employed either here or in the training school for mistresses.

Occasionally employed—

Mr. I. Lane, music.
Mr. J. P. Knight, drawing.

The total number of days (not including Sundays) and half days on which the work of the time-table was suspended between January 1 and December 31, 1863 was 108.

Part of Dr. Bromby's system was to allow a good deal of liberty to the students; this was on the whole not unsuccessful, though occasionally there were reasons to doubt the expediency of the plan in particular cases. The superintendence is therefore rather less than in most of these institutions. It is satisfactory to be able to state that under these circumstances the men are well reported of for good conduct.

They are healthy, and reasonably and comfortably lodged and fed.

There is no chapel attached to the college. The young men attend St. Paul's Church on Sunday morning and Sunday evening. The students are not employed in any industrial or manual work. In music they form a choral society with the pupils of the training school for mistresses, and I was very much pleased, as I have been on former occasions, with the concert which they gave during their inspection. Their professional instruction by Mr. Gill is supplemented by practice in the upper and lower practising schools in the college precincts. They are both well suited for the purpose.

Eight students at a time, four of each year, attend these schools, three of the second year being in the upper school. When in the schools care is taken that they shall teach every class in each subject in succession, under the supervision of Mr. Gill and the second master of the upper or lower school, as the case may be, and that their work shall be criticised by the normal master in every stage of progress. The second year student in the lower school has the superintendence of it for a week under the master, and thus gains experience of school-keeping.

The efficiency of the instruction given will be fairly tested by the following summaries:—

At the examination of Christmas 1863 the students acquitted themselves well in these subjects:—

1st Year.—Scripture, school management, reading, Euclid, economy, music.

2nd Year.—Scripture, catechism and liturgy, English composition, school management, reading, history, teaching.

They did not do well in—

1st Year.—Catechism and liturgy, mental arithmetic, English composition.

2nd Year.—Mental arithmetic, Euclid.

In the year 1864 the following are corresponding results:—

The students did very well in—

1st Year.—Catechism and liturgy, grammar, composition, reading, Euclid, economy, music.

2nd Year.—Scripture, catechism and liturgy, school management, reading, history, economy, and teaching.

In no subject did the average fall to the standard fixed to say that the result is unsatisfactory.

The terms of admission are these:—Students who pass the admission examination are received on payment of 10*l.*, which covers all expenses of board, education, &c, for *two* years.

Candidates who have been pupil-teachers, but who failed at the examination for admission pay an admission fee of 15*l.*

Private students pay 25*l.* in two instalments. The engagement made by each student to remain in a school under inspection as a teacher has this proviso, "It is mutually agreed that I shall be honourably discharged "from the conditions of this engagement by a payment to the treasurer "of the college at the rate of 20*l.* per annum for the time during which "I have been a resident student therein."

The average cost to the managers of a student in this college in 1863 was 44*l.* 6*s.* 4*d.* In 1864 it was 46*l.* 13*s.* 3*d.*

Of 50 second year men who left at Christmas 1864, 26 were employed by 31st January 1865.

CHESTER (AND MANCHESTER) DIOCESAN TRAINING COLLEGE, CHESTER.

This training school was founded in 1839 for the diocese of Chester, out of which Manchester was subsequently taken. It has since that time trained 614 students, besides those who were resident last year.

"The object intended to be promoted by the institution is to prepare, as far as a correctly religious, moral, and scientific training can do, a supply of masters for the parochial Church schools."

I found in residence 31 students; 19 had been Queen's scholars of 1863, and were in their second year; 12 in their first year of residence,

admitted after examination in December 1863, of whom 11 had been pupil-teachers.

The officers of the college were thus returned:—

Rev. Arthur Rigg, M.A., Cambridge	Principal.
Rev. J. M. Critchley, B.A., Dublin	Vice-Principal.
Charles Ford, Esq., London University	Assistant.
Mr. J. B. Howell	Do.
Mr. C. Coleman	Science Lecturer.
Mr. J. E. Hardy, C.M.	Normal Master.
Mr. J. E. Davidson	Drawing } occasionally
Mr. Sims	Music } employed.

The vacation consisted of 85½ days during the year 1863.

The buildings will hold 70 inmates. The portion which is not needed for the students in training is occupied by a science school, and the expenses of the establishment are divided between the two in proportion to the numbers. With this part, of course, I have nothing to do. The discipline and general management seem to be very good. There is a peculiarity which has no doubt had its influence. The men are classed in small "groups," and each group is treated as an individual. A member of a group is answerable for the other members both for work and moral conduct. When the college was filled there were six in a group; but as the groups are detailed off for special duties, which may be numerous, the number in each group is now four. This will be seen in the following account by the master of the practising school.

"Both senior and junior students attend the practising school in groups. Each student in attendance has in turn either the sole charge of a lower *class*, or, assisted by one or more monitors, the management of the middle or of the upper *section* of the school. The upper section student is further charged with a general superintendence and responsibility, including class movements, physical exercises, and orderly state of premises; the whole being under the uninterrupted oversight of the master of method, who charges himself with one or more lessons daily to each section of the school in the presence of its student-teacher.

"In view of the altered and altering circumstances of the institution, a group now consists of four students only instead of six as heretofore. From February to May 1864 none but seniors have attended, and then for two weeks continuously instead of one as heretofore. During this period lessons have been given in the school, three times weekly, by students in turn, before the assembled body of students, under the criticism and correction of the master. It is intended that from May to December a group shall consist of two students of each year, and that the fortnightly arrangement shall continue.

"These changes, so far as they have been at present developed, have resulted in a better acquaintance with his pupils of each student teacher, an increased interest in his work, and a greater power of disciplinary control, which may be fairly expected to augment his professional efficiency, while the juniors have become acquainted to some extent with those methods and expedients which they will have to employ when their turn of duty arrives."

A distinguishing feature of this college was that instruction in science, and in mechanics especially, was a prominent part of the course. This is now restricted; and the men are not compelled to work at the vice, or lathe, or bench, as they were formerly.

There is a chapel attached to the college in which the students assemble for morning and evening prayer daily, and which also they attend on Sundays.

The terms of admission are:—

	£
First year of residence, scholar of first class	- 4
„ „ „ second „	- 5
Second „ „ first „	- 2
„ „ „ second „	- 3

If the student does not pass the admission examination the fee is 25*l.* per annum.

In the examination of 1863 the students did themselves credit by their proficiency in these subjects:—

Holy Scripture (both years), catechism and liturgy (2nd year), composition (2nd year), school management (2nd year), history (2nd year), Euclid (1st year), music (1st year), school teaching (2nd year).

They failed to pass creditably as a body in the same examination in these subjects:—

Catechism and liturgy (1st year), composition (1st year).

At the examination of 1864 the knowledge of the students in the following subjects deserved commendation:—

2nd year.—Catechism and liturgy, reading, Euclid, economy, music.

1st year.—Catechism and liturgy, grammar and composition, reading, Euclid, and music.

In no subject did they fall below a fair standard of proficiency.

In 1863, when 41 students were resident, the average cost per head was 54*l.* 5*s.* 6*d.* In 1864, when 31 were resident, it was 65*l.* 2*s.* 5*d.*

The number of students leaving at Christmas 1864 was 19; of these, 13 were provided with situations before the end of January 1865.

CHICHESTER DIOCESAN TRAINING SCHOOL (BISHOP OTTER'S COLLEGE).

This training school was visited by me and Mr. Koe in the month of July. We were directed specially to confer with the Council on its financial affairs, and to suggest that an amalgamation with Winchester should be made if it were found impracticable to carry on the institution without running into debt. This was rendered unnecessary by proceedings which had anticipated our conference, which will be explained by the following paragraph:—"At a meeting of the Chichester Diocesan "Training School Committee, held at the college, June 16th 1864, "The Very Rev. the Dean of Chichester in the chair,

"The financial secretary (the Rev. Canon Swainson) having reported that the appeal recently made for funds to pay off the debt had been so liberally responded to that the money subscribed and promised amounted to within 168*l.* of the whole sum required—

"It was resolved,—that the committee feel bound now to declare that they will do their best to carry on the college, and they have a good hope, from the interest everywhere manifested, that sufficient annual subscriptions will be forthcoming to enable them to do so without risk of further embarrassment.

"(Signed) M. PARRINGTON, Secretary."

The list of subscribers was headed by the Bishop of Chichester, who gave 100*l.*; the Duke of Richmond and Lord Leconfield, who gave each 50*l.*; C. Bowdler, Esq., 30*l.*; 10 subscribers of 25*l.*; one of 20*l.*; one of 15*l.*: 16 of 10*l.* or guineas; 24 donors of 5*l.*; 21 of 3*l.* or 2*l.*; and 10 of 1*l.* each.

This vigorous and successful effort to put the college in a sound financial position in some degree compelled the managers to pledge

themselves to carry it on, at any rate for the present. Should a failure of funds or pupils in the future occur, it renders it improbable that any renewed appeal will receive so liberal an answer. But it is a source of satisfaction to know that the nobility, gentry, and clergy of West Sussex are so ready to acknowledge the claims of the educational institutions of the diocese, and that they estimate, in its real importance, the great object of supplying schools with competent teachers.

The officers of the training college are:—

Rev. Matthew Parrington, M.A., Christ College, Cambridge.	Principal.
Rev. J. Francis, M. A., St. John's College, Cambridge.	Vice-Principal.
Mr. W. H. Smith - -	Master of Method and of the Practising School.
Mr. T. Bennett - - -	Music Master - } occasionally
Mr. White - - -	Drawing Master } employed.

There have proceeded from this college since its establishment on its present site (1851) 120 students; 105 of whom are known to be now acting as teachers in elementary schools in Great Britain; of the remainder, six are dead, four in private schools, three have left their profession, and two are in holy orders.

There were, at the time of inspection, 24 students in residence, 19 in their second year, and 5 in their first year. The college can contain 28 students. The vacations are six weeks at Christmas, six weeks at Midsummer, and a fortnight at Whitsuntide. All the red letter days are holidays.

The domestic arrangements and general supervision are satisfactory. The college is very healthy, and the instruction seems to be fairly adequate. As the number of students is small, individual instruction is given to those who need it. This is the more necessary, as many of the students are from the lower part of the list of admitted candidates. We were assured at the meeting of the managers, by Canon Swainson, Canon Douglas, and Rev. Mr. Wilson, that the general character of the masters after they leave this training school was satisfactory, and that they could bear testimony to this from what they had seen and heard in the diocese. The students are employed in industrial work in the garden and meadow, and they keep the grounds in very nice order. The work in the garden, which is three roods in extent, is not compulsory, but they all take to it with good will.

Although this training school is small, and must remain so, for as there are few inspected schools yet in West Sussex, it must necessarily depend on the country at large for its supply of pupils, it has fairly done a humble work, and I should be sorry to find that circumstances were against its continuance.

The present rates of payment for each student who passes the admission examination are 1*l.* 5*s.* a quarter during the first year, and 10*s.* a quarter during the second year. These payments are to be made always in advance. Other students pay 5*l.* 15*s.* per quarter.

In the examination of 1863 the students acquitted themselves creditably in school management (both years), history (2nd year class teaching (2nd year).

They failed to come up to a fair standard in the following subjects (1863). Catechism and liturgy (1st year), mental arithmetic (1st year), arithmetic (2nd year), history (1st year), geography (both years).

In the examination of 1864 they did well in—

2nd year.—Scripture, catechism, arithmetic reading, and Euclid.

1st year.—Scripture, catechism, and reading.

They fell below a fair standard in—

2nd year.—Mental arithmetic, grammar, and composition.

1st year.—Mental arithmetic, arithmetic, school management, and history.

Of 19 men leaving this training school at Christmas 1864, 14 were provided with situations before the end of January 1865.

The average cost per student in 1863 on 28 students was 43*l.* 3*s.* 11*d.* In 1864 on 24 students it was 51*l.* 9*s.* 1*d.*

CULHAM (OXFORD DIOCESAN) TRAINING SCHOOL FOR MASTERS, FOR THE DIOCESES OF OXFORD AND GLOUCESTER AND BRISTOL.

Inspected by Her Majesty's inspector, Rev. H. W. Bellairs, and me in November.

This college was established in 1853. It has accommodation for 100 students, furnished dormitories only for 90. It has sent out 328 students, of whom 287 are reported as known to be acting as teachers of elementary schools in Great Britain.

We found 52 students in residence; 35 who had been more than one year in the college, 17 in their first year, and five in a preparatory class.

The officers of the college were:—

Rev. Jas. Ridgway - -	Principal.
Rev. Thos. Archbold -	Vice-Principal.
Mr. Geo. S. Dunn - -	Masters.
Mr. Jno. Best - -	Masters.

Mr. Best is the normal master, and teaches music and drawing. All are constantly employed.

The vacations continuous are at Easter, Midsummer, and Christmas, together 78 days; besides this there are three whole days and 25 half-days, altogether 93½ days.

The students are duly superintended, and seem well-behaved and healthy. They are properly cared for, and have plenty of recreation and comfortable and healthy quarters. The cleanliness and good order of the buildings are remarkable.

The students attend the college chapel daily. They are entirely under the religious instruction of the Principal.

They are employed in industrial occupation of this kind: they spend four hours a week in gardening, and pumping, and drilling; all are in turn required to sweep the class rooms, chapel, lavatory, corridors, &c., and they keep the windows of the college clean.

The practising school is, as I have often before reported, a very inadequate part of the institution, and I fear it never can be otherwise; at present the intention of the committee is to make it a good model school.

The terms of admission are these:—

Students who pass the admission examination will be received free of all charge for two years when they have paid an entrance fee of 10*l.*

Private students pay 24*l.* per annum.

"Forty exhibitions will be offered to applicants for admission in 1865 who have passed the admission examination on the following plan:—

1. 10*l.* to each successful candidate, whether of 1st or 2nd class, who sits for his examination in December 1864 at *Culham College.*
2. 10*l.* to candidates examined elsewhere who obtain a 1st class.
3. 5*l.* to candidates examined elsewhere who obtain a 2nd class.

N.B.—The exhibition will not be paid to the candidates, but to the college in liquidation of their entrance fees.

Students who intend to enter Culham training college can be admitted to prepare for the admission examination in September on payment of 5*l.*; if they intend to enter another college after passing the admission examination, on payment of 7*l.*

The result of the examination at Christmas 1863 showed that the students passed with credit in these subjects:—

1st year.—Scripture, school management, Euclid, economy, music.
2nd year.—Scripture, history.

That they failed to come up to a fair standard in the following subjects:—

1st year.—Catechism and liturgy, mental arithmetic, English composition, history.
2nd year.—Euclid.

In the examination of 1864 the college did well in—

1st year.—Catechism and liturgy, school management, geography, Euclid, music.
2nd year.—Reading, Euclid, music.

But failed to come up to a fair standard in—

1st year.—Mental arithmetic (a *failure*), arithmetic, grammar and composition, reading, history, economy.
2nd year.—Mental arithmetic, arithmetic, grammar.

The average annual cost of a student was returned in 1863 at 47*l.* 1*s.* 7*d.*; in 1864, 55*l.* 10*s.* 6*d.*

Of 35 men who left the college at Christmas 1864, only six were unemployed at the end of January, and three of these were in treaty for schools.

DURHAM DIOCESAN TRAINING SCHOOL FOR MASTERS.

This training college was inspected in September. It was established in 1841, and since that time has received into training (exclusive of students in residence at the time of inspection) 346 young men. The Principal could not say how many of them were still known to be acting as teachers. The number of furnished dormitories, showing the number of students which the building can accommodate, is 52. I found 38 students residing, 19 in their second year having been Queen's scholars of 1863, and 18 in their first year, all of whom had been pupil-teachers, and had passed the admission examination in 1863. There was also one private student preparing to undertake the management of a school in his own parish.

The staff of teachers was thus returned at the date (September 1864):—

The Rev. J. G. Cromwell, M.A.	Principal.
Wm. Powley, Esq., B.A.	Vice-Principal.
W. Lawson, certificated master	Assistant Master.

These constantly employed, and besides them,—

P. Armes, Esq., Mus. D.	Music.
G. K. Hitchcock	Assistant Teacher of Music.
Serjeant Henderson	Drill.

The continuous vacations occupied 67 days; half-holidays, 41; other holidays, 3.

The students were healthy, well-superintended, and well-behaved. The methods of instruction good and satisfactory. This college has done very well under Mr. Cromwell's able and careful management, and will I trust continue its useful career. Mr. Cromwell's appointment to the principalship of St. Mark's College, Chelsea, has been followed by

the appointment of Rev. A. R. Ashwell, late Principal of Culham, who after a short rest has recovered his health, and was chosen as Mr. Cromwell's suceessor.

The students on Sunday attend at the cathedral and at two parish churches in the city. Their religious instruction is duly provided for. They have also industrial employment in a large garden and grounds below the college. They spend two or three hours daily in this work.

Their professional work is thus described:

"There are three practising schools; the Blue Coat, St. Oswald's, and the Model School. All students pass through each of these schools in a cycle, but never spending more than five half-days consecutively in teaching. The masters of these schools criticise verbally the lessons of these students, and send every week to the Principal a written criticism upon some one lesson of each student in their respective schools. The Principal reads these criticisms with the student by his side, adding such comments as seem to be called for. These comments naturally lead to conversation on methods of teaching, &c., and the Principal sometimes goes back to the master of the practising school with some point that seems to demand further consideration on his part.

"Once a fortnight the masters of the practising schools give specimen lessons in the presence of the students, and occasionally a criticism lesson is given by a student who is a good teacher."

This plan seems to admit of improvement. Probably under the new management modifications will be adopted which I shall report next year.

The practising schools here spoken of are good; the Blue Coat being the best. I heard the masters all give model lessons.

Students admitted to this college have during the past year been admissible on these conditions; they must pass the admission examination, bind themselves to serve two years, and become school teachers in inspected schools afterwards; pay 5*l.* on entrance, and 2*l.* in the following year. Pupils entering for one year only pay 20*l.*; 10*l.* on admission, 5*l.* on 1st May following, and 5*l.* on 1st September.

At the examination of students at Christmas 1863 in the following subjects a very creditable proficiency was shown:—

By students of first year; scripture, school management, geography, economy.

By students of second year; scripture, catechism, grammar, school management, reading, history, geography, and teaching.

In the following subjects the students did not do well:—
First year.—Catechism, mental arithmetic, history, music.
Second year.—Economy, music.

The cost of a student in 1863 was 46*l.* 19*s.* 11*d.* per head; in 1864, 53*l.* 10*s.* 7*d.*

Nineteen men left the college at Christmas 1864; they might all have had situations by the end of January 1865, but three were unplaced because they thought they could make better terms for themselves.

At the examination of students at Christmas 1864 the following was the result:—

A good result was shown in scripture, catechism, composition, reading, teaching by students of the second year; and in catechism, school management, reading, Euclid, economy, and music, by the students of the first year.

In no subject did they fall below a fair standard in either year.

EXETER DIOCESAN TRAINING SCHOOL.

This training school was inspected by Mr. Howard and me in August 1864. The establishment of the school dates from 1840. Since which time (exclusive of those resident at the time of the return) 269 students have been trained; of these 193 are known to be still acting as teachers of elementary schools in Great Britain, six are known to be dead. There is room for 48 students, and we found 43 residing; 18 in their second year, who had been Queen's scholars of 1863; 23 in the first year, who had been pupil-teachers and passed the admission examination at Christmas 1863; and two others, who were being prepared for the admission examination of 1864.

The instruction is given by the following staff:—

Rev. William David	- Principal.	
Mr. Wm. Quance	- Vice-Principal.	
Mr. J. P. Wills -	- Mathematical Master.	
These constantly employed.		
Mr. J. Larcombe	- Normal Master.	occasionally employed.
Mr. T. Tozer	- Music.	
Mr. Birkmeyer	- Drawing.	
Mr. Hayward	- Drill.	

The vacation time is returned thus:—in January, 29 days; Easter, 2 days; Whitsuntide, 3 days; Midsummer, 45, inclusive of Sundays; in December, 15 days; the afternoons of 11 Saints' days; opening of chapel, 1 day; Prince of Wales' marriage, 1 day; Principal's birth-day, half-day. Total 102 days.

The building is healthy and commodious, the students well fed, strong, comfortably lodged, and generally very well cared for. They seemed to be well behaved and were duly superintended.

The religious instruction is given by the Principal. The erection of a pretty chapel attached to the college has enabled him to have service in proper form, at least in the morning, the students assembling daily there for prayers; in the evening they do not yet use the chapel, as it is not provided with means of artificial lighting. On Sunday morning the students attend the cathedral; Sunday afternoon they have service in chapel.

They are employed in industrial work in the garden for one hour daily; some keep their plots of garden ground in very nice order, all were very fairly kept. I think this is a pleasing feature of the institution.

The students are required to teach in the practising school (the National school at Heavitree) each for one month at least, in two periods of a fortnight each, during the two years' residence; some for a longer period, if necessary. "Every student is required to take each class in "succession, in order that he may become better acquainted with the "methods of instructing children of different ages and capacities." This is important and deserves commendation; it is often overlooked. Sometimes the school is left in charge of a student for a short period. Besides this the senior students, in 1864, spent a fortnight each in either the Episcopal Charity school, or the Exeter and St. James National schools; criticism lessons are given monthly at the college, and occasionally model lessons by the normal master. The Heavitree school itself is insufficient for the purpose of a good practising school; it is too small; it is said to be much improved in discipline and efficiency since Mr. Larcombe was appointed. The schools in the city to which the second year students are sent are very good, under experienced and clever masters, and their attendance at these schools serves to make up for the defective opportunities of the Heavitree school.

The instruction given in all the general subjects of the course seemed to be sound, and steady progress should be made by the students, a due proportion of time being assigned to each subject. This was the impression at the time of inspection both in the last year and the year before, the changes in the staff having been, in my opinion, advantageous.

The result of the general examination in 1863 was as follows:—

Subjects in which the students did well:—

First year.—School management, reading, Euclid.

Second year.—Scripture, grammar, composition, school management, reading, and history.

Subjects in which they failed to show a fair proficiency:—

First year.—Mental arithmetic, English composition, history.

Second year.—Euclid, economy, music.

The result of the examination in 1864 was:—

First year, did well in catechism, reading, Euclid.

Second year, did well in catechism and liturgy, Euclid, economy, teaching.

First year, did not do well in mental arithmetic, history.

Second year, did not do well in mental arithmetic, music.

The terms upon which students are admitted; an entrance fee of 6*l.* is demanded from all who pass the admission examination. Other students are to pay 25*l.* a year. There was no difficulty experienced in obtaining the 6*l.* fee from the students who entered in January 1864. The usual undertaking has to be signed by all who enter with this extended proviso, "and if I fail in the above conditions, I engage to "repay to the college the cost of my training at the rate of 50*l.* per "annum for the time I have resided in it."

The average cost of a student in 1863 was 42*l.* 17*s.* 2*d.*; in 1864, it was 42*l.* 15*s.* 8*d.*

All the students who left at Christmas 1864 had obtained situations by the end of January.

HIGHBURY OR METROPOLITAN TRAINING SCHOOL FOR MASTERS.

This college was established in 1850, and was closed at the end of 1864; its managers having come to the conclusion that under the reformed system of government aid, they could not fill the college with satisfactory subjects for training. I have nothing to say against this conclusion, but I regret that a college should be closed which has done much solid and useful work.

The reasons which are assigned in a paper now before me entitled "Considerations which led the Committee, on the 2nd November 1864, "to pass a Resolution that it was not expedient to open the College "after Christmas," it is needless for me to report. The committee laid them before the Vice-President on the 27th October last, and after their conference adopted the following resolution at the meeting of 2nd November.

"The committee desire to record on their minutes an expression of the extreme reluctance with which they have adopted a resolution that it is not expedient to re-open the college after Christmas next, and that nothing short of a conviction of the impossibility of any longer carrying on the institution successfully, on the principles for the maintenance of which it was founded, would have induced them to take such a step.

"In looking back on the last fourteen years, they have the satisfaction of feeling that a great and good work has been accomplished, through

the numerous body of pious and able men whom they have been permitted to train, and who are now occupying posts of importance and usefulness, not only in England but in many of the colonies and dependencies of Great Britain. The labour and the money which have been expended on the college have, as they believe, thus borne abundant fruit and, it is hoped, will continue to do so for many years to come.

"The Committee desire to notice, further, that the college has for many years stood, intellectually and educationally, amongst the very highest of the training institutions of the Church of England, as appears by the examination lists annually published by the Committee of Council, and that it never occupied a higher position than at Christmas last; and they record their conviction that the high position to which the college has thus attained is to be ascribed, under God, to the zeal, energy, and devotedness of the Principal, and the able teachers who have for the last ten years been associated with him in the work.

"The Committee are at no loss to account for the diminished number of candidates for admission, which has led them to close the college, when they consider the extent to which recent changes at the Council Office have shaken confidence in the permanence of educational arrangements, the reduction of masters' salaries, and the inferior prospects which are now afforded to persons offering themselves for the position of elementary schoolmasters.

"In terminating their engagement with the Principal, and other officers of the institution, both in the college and school, the committee take the opportunity of expressing their entire satisfaction with the faithful and conscientious manner in which the work of the college has been conducted, and the spirit of harmonious co-operation which has ever subsisted between the Principal and his assistants, and they assure them of the interest they feel in their future welfare."

During its existence of 15 years it has trained 558 students; 378 or these (appointed before December 1864) are reported as known to be acting as teachers of elementary schools in Great Britain. Of 66 who left at Christmas 1864, 39 were second year men, of whom 27 were known to have found engagements before the end of January 1865, leaving 12 then unemployed; 27 were first year men, 19 of whom entered Cheltenham training school for a second year's training, 4 found engagements, leaving 4 unemployed (Jan. 30, 1865).

The staff consisted of the following officers:—

Rev. C. R. Alford, Principal.
Mr. H. Roe, Lecturer.
Mr. A. Cooper, ditto.
Mr. A. McDowall, Mr. W. J. Harrison } Masters.
Mr. E. C. Daintree, Normal Master and Master of the Practising School.
Mr. T. P. Dexter, Assistant Master of ditto.
Mr. T. E. Jones, ditto.

The students were well cared for, the accommodation was very good, the superintendence judicious, though strict, and the result generally, very satisfactory.

The result of the examinations of December 1863 showed that the students had done themselves credit in these subjects:—

First year.—Scripture, school management, reading, geography, Euclid, economy.

Second year.—Scripture, catechism and liturgy, English composition, school management, reading, history, Euclid, teaching.

That they fell below a fair standard in,—

First year.—Catechism and liturgy and history.

Second year.—Economy.

In the examination of Christmas 1864 the college did well in these subjects :—

First year.—Catechism and liturgy, arithmetic, grammar and composition, school management, reading, geography, and Euclid.

Second year.—Scripture, catechism and liturgy, mental arithmetic and arithmetic on paper, reading, economy, and teaching.

In no subject did either the first or second year fall below a fair standard of proficiency.

While I fully concur in the commendations bestowed on the officers of this training school in the valedictory resolution quoted before, I must add thereto a special notice of one branch of the work, which at Highbury has been particularly good and has been noticed in previous reports : that of school management. Under Mr. Daintree's direction, the students here have always made considerable progress in their knowledge of special professional work. I am sorry that I shall not again have to hear him lecture the students. His school was very successful, and I find that the Committee have allowed him to carry it on on his own responsibility in the present buildings. That he may be successful in organizing some good middle class school which shall be self-supporting is very much to be wished for his own sake and for the sake of those boys who may be placed under him, and I shall be glad if this notice of the last remnant of Highbury should draw the attention of any of its old friends who may be willing to help in the matter.

Mr. Roe has been appointed to a school by Lady Willoughby de Broke. Of the occupation of the other officers of the college I have not heard.

PETERBOROUGH DIOCESAN TRAINING SCHOOL.

This school was visited in September. It was opened in 1859 for the diocese of Peterborough. It now is supported, I believe, by the diocese of Ely as well, and by the diocese of Lincoln, for I see it reckons the three Bishops as patrons.

The number of students it has received into training is in the return made in September put down at 93 (excluding the number at that time in residence). This is probably a mistake, as a printed paper which I consult now states the number at 67, besides the 46 students under instruction. The number of students known to be employed in schools in Great Britain is elsewhere stated at 85. The only way of reconciling these contradictions is to suppose that the dates are somewhat confused. I found 46 students in residence, in that point agreeing with the printed circular ; 22 in the second year's course ; 22 in that of the first year; and 2 in the preparatory class. These latter pay their own fees, viz., so much per week of residence, at the rate of 30*l.* per annum.

Since my last report the new building has been completed, and was occupied last Midsummer. The circular says, "The new college has "been designed by Mr. Scott, and will form a handsome building, very "commodious and well adapted for its purpose. It stands on the north "side of Touthill, close fronting the cathedral, and has two acres of "garden attached to it. Building at this late period, the committee "have had peculiar advantages, the experience of other colleges having "been most kindly opened to them. It is believed that the arrange-"ments will be found to be very complete."

Opinions will probably differ as to the architectural effect of the building ; I think it hideous. Some of the internal arrangements are

good, and the sleeping rooms seem airy, light, and healthy. The separation of the offices, domestic and household, are not as perfect as they should be. The water supply required reconsideration. The building is also close upon a noisy street in its whole length, and the ventilation of the lower sleeping rooms may require amendment. But, resigning all pretensions to sightliness, this training school may claim to be useful, and comfortable internally; and this claim may reasonably be admitted, experience having guided the way to make all the arrangements as suitable as possible.

The building is only intended to accommodate 42 students. Some rooms in the Principal's house were occupied by students when I visited the college; this was a temporary arrangement. The men generally are healthy, well behaved, and under a reasonable system of discipline. The testimony of the neighbourhood is in their favour as to good conduct and character. The dietary seemed fairly good, and the recreation sufficient. The industrial work of the young men was confined last autumn to levelling the ground and laying out paths in the immediate vicinity of the college building. In future there will only be the keeping the grounds in order, which will not be much of a task, as the space is small.

The religious instruction of second year is all in the hands of the Principal. He also lectures the first year on the Gospel. The Vice-Principal teaches the first year in other subjects. The students attend at the cathedral every week-day morning, except Saturday, when they go to the afternoon service. They go twice on Sundays. On Sunday evening there is a catechetical lecture in the college hall:

The staff of teachers:—

The Rev. Charles Daymond	-	Principal.
William Walker - -	-	Vice-Principal.
Joseph Brown - -	-	Assistant Master.

The vacation is returned thus:—1864, January 1–23, 23 days; March 6–12, 7 days; July 13 to August 28, 46 days; list day, 1; Wednesday afternoons, 20 days; December 18–31, 14 days. Total, 111 days, or 74 days within the working year on which the time table is suspended.

The professional preparation of the students in this training school has not been till this last year as perfect as was desirable. Till the college was built the temporary lodging of the establishment was so far from the practising school that it was not sufficiently under the eye and management of the Principal. It is now close at hand, and the supervision will be more effectual. The school is large, has a full complement of pupil-teachers, and with an active and vigilant master it ought to recover its character, which was seriously damaged by its first examination under the Revised Code. The students also visit another school in Peterborough, St. John's. This seemed to me in excellent order and under good management.

Three second-year students attend the practising school in turns of one week. As the residence of a college year extends over 40 weeks, this gives to each of 21 second-year men five and six weeks' practice in the year.

Two first-year students attend the St. John's school in turns of one week. Each of the 23 first-year students will thus get three or four weeks' practice.

There is a criticism lesson every Tuesday and Thursday.

The result of the instruction is now to be given.

At the examination of Christmas 1863 the students did well in—
1st year.—Scripture, school management, reading, economy.
2nd year.—Scripture, catechism and liturgy, composition, school management, reading, history, and teaching.

They were below a fair standard in—
1st year.—Catechism and liturgy, mental arithmetic, English composition, history, music.
2nd year.—Euclid and economy.

At the examination of Christmas 1864 the students did well in—
1st year.—Catechism and liturgy, school management, reading, Euclid, and economy.
2nd year.—Scripture, catechism and liturgy, reading, economy, and teaching.

They fell below a fair standard in—
1st year.—History.
2nd year.—Mental arithmetic, music.

The expense of maintaining a student in 1863 was 58*l.* 14*s.* 10*d.*; in 1864 it was 56*l.* 12*s.* 11*d.*

The committee issue a college certificate to each student on leaving, which specifies the result of college examination, whether he is able to play the harmonium, and testifies to his moral character. As the Government certificate cannot be obtained for two years after leaving the college, this may be a useful testimonial to the student.

Of 22 men who left the training school at Christmas 1864, 18 were provided with situations before the end of January 1865.

WORCESTER (DIOCESAN) TRAINING SCHOOL, SALTLEY, NEAR BIRMINGHAM.

This training school (founded in 1852), originally intended for the diocese of Worcester, and having accommodation for 125 students, (though only 112 dormitories are furnished), has now extended its operations into the neighbouring dioceses of Lichfield and Hereford.

By the assistance of the Charity Commissioners changes have been made in its trust deed, with the consent of the Committee of Council, so that the board of management may represent the three dioceses instead of Worcester only.

This will come completely into operation in the year 1865.

Mr. Capel and I visited the college in September; we found 73 students in residence, 39 had been in residence less than one year, 34 were in their second year. In each of these sets of men, there was one student who had not been a pupil-teacher.

They are instructed by the following staff:—

Rev. William Gover, M.A., Cambridge	Principal.
Rev. Joseph B. Draper, (educated in Cheltenham Trinity College)	Vice-Principal.
Rev. Fred B. Smith, B.A., Cambridge	Lecturer.
Mr. John Long, C.M., Saltley	Master of Method.
Mr. Felix Bassett, C.M., Saltley	Assistant Lecturer.
Mr. Alfred Gaul, Mus.B., Cambridge	Music. } occasionally
Mr. H. Newman, C.M., Cheltenham	Drawing. } employed.

The number of students who have been trained here since 1852, excluding those now in residence, is 294; of these 220 were known to be acting as teachers of elementary schools in Great Britain.

The general management of the college is very satisfactory, the health of the students good, considering the high and rather exposed situation

of the buildings. One cause of this is doubtless the drill and manly exercise which the students get as volunteers. They form a company in the County Volunteer Battalion. They are regularly drilled by a serjeant, and are considered a very smart specimen of the force. I witnessed their drill by their own colour serjeant, and it seemed to me that they were quick, steady ,and marched very well. One of the students carried off the prize for the best shot in the regiment. The energetic manner in which the Principal has carried out this experiment, (partly I believe at his own expense,) has been productive of good result, the discipline of the college and the gait and manly bearing of the men, and their mutual good feeling, show evident marks of its influence.

The students also cultivate music successfully: when assembled in their hall, we heard them sing several pieces of good music with energy and general correctness. Besides their drill, the walks and gardens are kept by the students.

They attend divine service at Saltley Church on Sunday morning, in the College Hall (under episcopal licence) on Sunday evening. There is no chapel.

The buildings are in good order, drainage improved, the interior court yard gravelled and turfed, and the only incomplete part of the institution is the practising school, which is at some distance from the college. It is however more conveniently placed for the children attending it than it would be if it were near the college building. Mr. Long, the master of the practising school, is a very efficient teacher. I heard him give a model lesson with great satisfaction, and the students seem to be well employed when they are in attendance. The scheme is throughout the same as that which was reported in 1860, and which was described fully in the minutes. The influence of the volunteer corps is felt here; the boys who stay to lunch at mid day are drilled during part of the time by the students, who in their turn are engaged in the practising school. I will only select from Mr. Long's report one paragraph, which I think is of special importance.

"The last Friday in each fortnight is given up to an examination of the classes in reading, spelling, writing, and arithmetic. As far as the students are concerned this is intended chiefly to make them familiar with the process, as carried on under the Revised Code, and to give them some notion of the kind of test made use of under each standard. At the same time it encourages the habit of putting their own future school through periodical (though not so frequent) exercises of a similar character, and it affords some test of the results of their own work in the practising school during the preceding week."

The terms of admission are thus described in a paper sent to each applicant.

Each candidate will be called upon to pay 5*l.* when he attends the examination for admission; if he fail to be placed, 10*s.* will be deducted for expenses, and the rest returned to him.

Successful candidates will have awarded to them free scholarships; besides this, scholars of the first class will be allowed two-thirds of the cost of necessary travelling expenses in their second year, one-third of the same in their first year.

The holders of special scholarships (of which there are 23), five for the Diocese of Worcester and 18 for the Diocese of Lichfield, will have the 5*l.* admission fee returned to them by the Committee when they have received their certificates in a school under inspection (Art. 98).

Any candidate who has sat for admission but been declined at another college will only be received on payment of 7*l.* 10*s.*

Private students are charged for a year 23*l.*; 8*l.* on admission, and 5*l.* at the commencement of each subsequent quarter.

Besides the scholarships there are two exhibitions of 5*l.* each, and a number of annual prizes amounting to between 40*l.* and 50*l.*, given according to proficiency at the Midsummer examination, or periodical examinations, or for special subjects.

The length of vacation in 1863 was 95 days, and there is a half holiday once a week on Saturday.

The Students in 1863 did themselves credit by their proficiency in Holy Scripture (both years), school management (1st year), reading and repetition (both years), Euclid (1st year), class teaching (2nd year).

They did not do so well in catechism and liturgy (1st year), mental arithmetic (1st year), composition (1st year), history (1st year), geography (2nd year), Euclid (2nd year), economy (2nd year), music (2nd year).

At Christmas 1864 they did themselves credit in catechism and liturgy (both years), school management (2nd year), reading and repetition (both years), Euclid (both years), teaching (2nd year), but fell short of a fair standard in mental arithmetic (1st year), grammar and composition (1st year).

In 1863, with 76 students in residence, the average cost per head was 48*l.* 11*s.* 8*d.*

In 1864, with 73 in residence, it was 52*l.* 16*s.* 10*d.*

The number of students leaving Saltley in December 1864 was 33; by the 31st January 1865, 24 were employed in schools under inspection, and two more were in treaty for schools.

WINCHESTER AND SALISBURY DIOCESAN TRAINING SCHOOL FOR MASTERS.

This training school was visited by Her Majesty's inspector Rev. W. P. Warburton, and me in October. The new building opened in 1862 was found soon after to have considerable defects, and when we visited it in 1863 measures were in active operation for supplying a remedy. These measures have been effectual, I believe, and the structure is now waterproof. Since its first establishment in 1840 the training school has sent out 335 teachers. We found in residence 34 students. The college will accommodate 56, when fully furnished; the number of furnished dormitories is now 42.

Of these 34 students 25 were Queen's scholars of 1863, and were in their second year's training; nine were preparing the subjects of the first year's course.

The staff of instructors is—

Rev. C. Collier	Principal.	constantly employed.
Mr. B. Tennear	Vice-Principal.	
Mr. G. Carter	Assistant Master.	
Occasionally employed as Assistant Master of Method	Mr. C. Adams, Master of Practising School.	

The number of days' vacation is, Midsummer, 45 days including Sundays; in January, 27; half holidays, 20 days, and four other days. Total 96.

The students are healthy, well conducted, and well cared for; the time table seemed fairly suitable, with this exception, that we thought too much time was given to drawing compared with other subjects, and this was to be altered.

The students attend on Sunday at different churches in the city as singers, sunday school teachers, and organists in the morning and afternoon; or if they attend morning and evening in this way they go to

the cathedral in the afternoon; on Friday morning they go to Christ Church. The religious instruction of the young men is tested by a close examination at Midsummer by several gentlemen who are members of the board, including Dr. Moberly, and they are satisfied with the result.

The students are employed in the grounds, levelling, making terraces, and working in the garden.

Mr. Tennear, the vice-principal, is the chief teacher of method. "The "students attend the practising school" (Rev. N. Midwinter's school, St. Michael's, as heretofore) "in groups of three, viz., two students of second "year and one in the first year. Two such companies attend every week, "so that no student is absent from lectures more than 2½ hours at one "time."

"There are lectures on the theory of method, and each student while at the school has daily to teach a class, and occasionally to superintend and conduct the whole school. Criticism lessons are given every Monday morning; three lessons are given of 20 minutes each, and each is criticised by the masters and two students."

This arrangement is not altogether satisfactory, as the object of "practising" is not secured unless the student teaches under the eye of an experienced master, who can observe his defects and point them out to him. I do not see what provision is made for this necessary work.

The terms of admission:—students who pass the admission examination are received free of all charge, except 3*l.* per annum to be paid by students of the 1st class, and 5*l.* per annum by students of the 2nd class, for the use of books and apparatus. These sums are to be paid in advance. Candidates for a two years' course who do not pass the admission examination are received on payment of 25*l.* per annum.

The result of the examination in December 1863 showed that the students had done well in:—

(1st year.)—Scripture, grammar, school management, reading, Euclid, economy.
(2nd year.)—Scripture, catechism and liturgy, school management, reading, history, geography, economy, teaching.

That they did not show a creditable proficiency in:—
(1st year.)—Catechism and liturgy, mental arithmetic, history.
(2nd year.)—Euclid.

In the examination of 1864 I find that they did well in these subjects:—

(1st year.)—Catechism and liturgy, school management, reading, geography, Euclid, music.
(2nd year.)—Catechism and liturgy, English composition, reading, economy, teaching.

They did not do well in these subjects:—
(1st year.)—Mental arithmetic and history.
(2nd year.)— ——

The average cost of a student at this training school in 1863 was 39*l.* 5*s.* 7*d.*, and in 1864 it was 42*l.* 0*s.* 6*d.*

The chief difference in expenditure between this college and others is in the salaries given to the officers, which are very small.

The applications for masters were more numerous than the supply; but owing to the difficulty of meeting all the requirements, six out of 25 students leaving at Christmas 1864 were not immediately provided with situations.

YORK AND RIPON DIOCESAN TRAINING SCHOOL FOR MASTERS.

This training school was inspected by me and the Rev. F. Watkins in June. Since my last report the Rev. H. G. Robinson has retired from the office of principal, having been appointed to the living of Bolton Abbey. He is succeeded by the Rev. G. Rowe, who was for some years the lecturer on geography at this school, and the school for mistresses is now transferred to Ripon. Mr. Robinson had held the office of Principal for some years, and conducted the training school with considerable success. His broad and liberal views on this subject, carried into practice with vigour and determination, must have made lasting impression on the young men whom he has trained. He has also, in several ways, made known his conclusions as to our methods, and the objects which ought to be aimed at; and his connexion with the scheme of state-aided education will not pass away without leaving its mark behind.

When we visited York we found 52 students in residence (the college buildings are prepared for 78); 23 were in their second and 29 in their first year. Since the college was established in 1846, 553 young men have been received into training, exclusive of those now in residence. The buildings were in good order, the enclosure of the property being now complete. The students were well supported, well-behaved, and healthy; and the domestic arrangements all seemed satisfactory.

The staff consists of—

The Rev. G. Rowe, M.A., Cambridge	- Principal.
Rev. A. L. Grindle, M.A., Oxon	- Vice-Principal.
Mr. S. Crawley, St. Mark's Chelsea	- Teacher of Mathematics and History.
Mr. R. Sutton - - -	- Music Master and Master of Model School.
Mr. E. H. Howard - -	- Drawing Master and Practising School.
Mr. J. Overend - -	- Assistant Master of Model School.

The return made by the Principal as to the holidays given is that "there are six weeks at Midsummer, nine days at Easter; every Wednesday and Saturday is a half-holiday; every Saint's day; and there are occasional whole holidays, about one in a month." I suppose there is also the usual six weeks at Christmas.

The instruction given by the officers seemed to be good and judicious. The model school is in a satisfactory condition, and the musical instruction (vocal) also appeared to be very effective. In the practising school the ventilation is insufficient.

In the examination at Christmas 1863 the subjects in which the students did themselves most credit were Holy Scripture (both years), catechism and liturgy (second year), arithmetic (first year), school management (first year), history (second year), music (first year), class teaching (second year).

Those in which they did not reach a fair average standard were catechism and liturgy (first year), mental arithmetic (both years), history (first year).

In the last Christmas examination they acquitted themselves with credit in—

(2nd year.)—Catechism and liturgy, arithmetic, reading, economy, teaching.

(1st year.)—Catechism and liturgy, arithmetic, school management, reading, Euclid, music.

But were not, as a body, well prepared in—
(2nd year.)—Mental arithmetic, grammar, geography.
(1st year.)—English history.

In future the number of inmates is not to exceed 50. They will have to pay 10*l.* quarterly in advance during the first year, and only 10*s.* a quarter in the second year of residence. These terms apply to those students who pass the admission examination. Other students pay 25*l.* a year.

The payment of 10*l.* seems to have been subsequently reduced to 7*l.*, for the same paper mentions both sums as the fee to be paid.

The average cost of a student in 1863, when 64 were in residence, was 52*l.* 14*s.* 11*d.* In 1864, 50 being in residence, it was 55*l.* 10*s.* 2*d.*

Twenty-two students left the college at Christmas 1864; of these 14 were provided with situations before the end of January 1865.

REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. F. C. COOK, M.A., *on the* CHURCH OF ENGLAND NORMAL SCHOOLS *for* SCHOOLMISTRESSES.

MY LORDS, Exeter, April 28, 1865.

THE training colleges for schoolmistresses have remained in the same satisfactory condition which I have described in late reports. Last year I stated that no perceptible effects have been produced upon them by the changes introduced into the system of elementary education. They were then all full of Queen's scholars; they were all organized upon a complete and efficient system, varying in details but nearly uniform in principle; the demand for trained and certificated students, though not so far in excess of the supply as I had formerly to report, was sufficient to absorb the whole number which they sent forth; and the salaries which the mistresses received, though they may upon the whole fall somewhat short of the amount upon which they might formerly calculate, were certainly not unsatisfactory, being quite sufficient to maintain them with comfort and respectability in their station, and to enable them to provide for the contingencies of sickness and failing strength. I have no alteration to record. The apprehensions of some managers and principals, whose experience and ability are unquestionable, have not hitherto been realized, nor, although I admit the force of some arguments on which their conclusions are based, do I expect that they will be realized so long as the system at present adopted by your Lordships is substantially unchanged. There may be considerable difficulty in raising annual subscriptions to cover the deficit, which in some cases may perhaps amount to one-fourth of their former income, but I do not believe in the impossibility. Little has hitherto been done in the way of appeal to the liberality of persons interested in the success of these institutions: if the need of increased subscriptions be clearly shown, and complete accounts are given of the effects already produced by trained teachers, it appears to me certain that the spirit which supplied the large funds for the erection of so many well-appointed and expensive buildings will secure their maintenance. It is said these institutions have few friends; few persons visit them or show any interest in their progress. But notwithstanding all the prejudices which undoubtedly still exist against them, I am convinced that a season of real trial will prove that, whether few or many, their friends are steadfast and

liberal, quite prepared to make whatever efforts or sacrifices may be needed for their support. Nor do I at all fear that the demand for trained teachers will materially diminish. At present I believe that so far as regards mistresses the supply is still inadequate. Managers may for a time try other ways of getting children taught on an inexpensive system. They may as formerly take middle-aged women, untrained and imperfectly educated, trusting to moral qualifications and comparatively regardless of attainments or knowledge of the art of teaching: they may also employ young women who have passed through their apprenticeship as pupil-teachers and obtained a certificate of competency without entering a training college. It is very possible that each of these classes may supply a certain number of persons having a true vocation for teaching, and, under such superintendence as that required in a late minute of your Lordships, able to bring a school into a state of fair efficiency. Indeed it appears certain that a very large number of schools in agricultural districts, in small hamlets or poor localities, must be provided for on some such system or remain wholly beyond the reach of your Lordships' grant. But I am equally sure that wherever managers are able to raise a moderate income for the mistress, and care for the real education of the children, they will not be satisfied without that amount and quality of instruction, those personal habits and qualifications, and above all that systematic training in school management, which are only to be found in women who have had the advantage of being students in a normal college. It must be remembered that it was the felt want of persons so trained which induced persons of the most opposite views and feelings to establish such institutions long before the matter was taken up by the Government: and although the rapid and steady increase in their number and efficiency must be mainly attributed to the liberal and most judicious assistance given by your Lordships, they would never have taken such deep root in every part of England had not that want been a real and strong one, and had it not been proved to be really met and satisfied in a great majority of instances by the mistresses whom they sent forth.

Whether indeed the supply of candidates for admission will continue at the present rate is a point on which I cannot speak so confidently. It must of course depend to a great extent upon the number of pupil-teachers; if that be maintained at anything like the present rate, I doubt not that a very large proportion will enter these colleges

whatever inducements may be held out in other directions. Neither they nor their friends are likely to forego the immediate and prospective advantages of a complete professional training. Should the fears of those who anticipate a continued decrease and ultimate failure of pupil-teachers be unhappily justified, the training colleges will have to pass through a period of great depression, and it is hard to see how they can be preserved; still even in that case there are grounds for hope. Managers are at liberty to make their own terms with all the inmates: the position of a trained teacher will always be worth securing at a considerable cost. The place of pupil-teachers may be, partially at least, filled up by the daughters of artizans or tradesmen. Persons really anxious to keep a good and approved system will be able to maintain students at a very moderate expense: nor can I believe that a system will be abandoned which has worked so well, worked indeed far better than the original founders anticipated, or than even those who think favourably of its success are wont to assert. If indeed it should turn out that the old miserably inefficient system of monitorial teaching is likely to supersede that which has received the strongest testimony from all competent to judge of its efficiency,—if without some modification of the existing system apprentices are likely to be withdrawn from our elementary schools,—I doubt not that such modification will be called for by public opinion, and effected, if not by the state, yet by the spontaneous liberality of those who have the education of the people really at heart.

But, as I said, the present condition of our training colleges does not justify any foreboding of decay. They have all the indications of stability and permanence. This growth has been regular, not ceasing until every part of England has been reached, and they are now doing their work with so much uniformity that for the last three years I have had little more to do in my reports than to repeat and develop statements previously submitted to your Lordships' consideration. This year I might have been contented to present a very brief account of the facts which came under my notice; but it is the last report which I have to make. Last year I visited these institutions for the last time, and it appears desirable to bring together concisely the facts which show how much has been effected within the quarter of a century during which the existing system has been developed. For this purpose I will refer to former reports, more especially to the earliest which I laid before

your Lordships. The observations which I have to make fall naturally under these heads: the external organization; the extent and quality of the instruction; the special provision for efficient training in the art of teaching; the influences which are brought to bear upon the moral character of the students, preparing them to do their duty faithfully and thoroughly, and to be examples as well as guides to the daughters of our labouring population. I will then state freely the points in which it seems to me that some slight modifications of the present system may be made with advantage.

My first general tour of inspection was made in the months of August and September 1850. The instructions which I then received, together with the memorandum which I was directed to prepare, are printed in the minutes of 1851.

At that time there were seven training colleges for mistresses; two in London, Whitelands and the Home and Colonial, the others at Brighton, Cheltenham, Salisbury, Warrington, and York. The college at Derby was built, but not opened; at Norwich a small institution, imperfectly organized, had been some time at work. Five of these institutions had presented 144 candidates for examination in 1849. I found 345 students in residence in 1850, of whom, however, a large proportion were not going through a complete course of training, nor to be presented at the next examination.

At present there are institutions with accommodation for 900 students; all are now full, and nearly all the students have been pupil-teachers. 895 were presented at the last examination.

This increase in numbers is even less striking than the improvement in the organization. At present every institution has a complete and efficient set of resident officers. Several of them have clerical principals living on or near the premises. This is the case with Whitelands, the Home and Colonial, Bristol and Gloucester, Bishop's Stortford, Durham, and Lincoln. The other institutions are under the control or superintendence of clergymen acting as secretaries or chaplains, having charge of the religious instruction, and taking a more or less active part in the general training. This was always regarded as an essential condition of efficiency; I have no fear of its being abandoned; but there is, perhaps, some danger lest any considerable diminution of income should induce the managers to supply the want on terms insufficient to secure the services of persons possessing

the high qualifications of the present principals and chaplains; all of whom are men of good, and some of them of very high, University position.

I may here call attention to the fact that the institutions under the charge of clergymen of high attainments, are especially remarkable for the practical character of the instruction, for the absence of ostentation and bad taste in the teaching, and generally also for the plainness of dress, simplicity of manners, and industrious habits of the students.

A second point of no less importance is the domestic superintendence. Formerly the matrons in most institutions were either in a subordinate position, or they were partly engaged in teaching the students. At present, with very few exceptions, the lady superintendent has complete authority in all domestic matters, and devotes herself exclusively to this department, which includes whatever arrangements may be made for the practical training of the students in domestic economy. The advantages of this arrangement are now generally recognized. I have repeatedly spoken of them in former reports, and stated my opinion that upon the character and ability of this officer the general tone of the students chiefly depends. Unless she is a person of commanding influence, at once resolute and discreet in the management of the household, the students will not be kept in thorough order, they will suffer in various ways from want of due attention to economical and sanitary arrangements, nor are they likely to acquire the tastes and habits which will fit them for the position of elementary teachers. At present I dwell upon this point, not because it is needed with reference to the actual condition of the colleges, but because there may hereafter be some temptation either to combine the incompatible offices of superintendent and head governess, or to employ matrons of inferior position. I doubt not that my successors in the appointment of inspector of female training colleges will keep their attention steadily fixed on this point, the importance of which will be more strongly felt by them the longer and more intimately they are acquainted with the real condition and working of the institutions; and should any attempts be made to revert to a cheaper system, I am satisfied that their representations will be enforced by the authority of your Lordships. In every case when a change is made in the organization of a female training college, I hold that the inspector should recommend that one lady should be responsible for the whole domestic arrangements.

The instruction of the students is carried on by governesses for the most part, and of course under the general superintendence of the principals. Two great points have been secured. In the first place, all the governesses now employed have first-class certificates, and have been thoroughly trained, with very few exceptions, in the institutions where they are employed. I need not repeat what I stated very strongly in my last report touching their attainments and efficiency; in no single instance have I seen reason to question either. In the next place, a sufficient number of governesses are now employed to do the work thoroughly, and without any undue pressure upon their physical or mental powers. This is a point of extreme importance. I have in several cases had to urge it upon the attention of committees of management. An institution can go on for a season with an insufficient staff. The best governesses are most willing to overwork themselves. I have cases before my mind in which the work has been done admirably, the results of the examination have been most satisfactory, the general tone and spirit of the institution full of life and power, while the constitution of the governess was undergoing a process of excitement, which, but for timely interference, would have issued in speedy and irreparable exhaustion. In some cases it has only been by dint of most careful inquiry into the amount of work actually done by governesses that I have been able to convince the managers of the necessity of increasing the staff. At present I have the great satisfaction of stating that they are generally satisfied that any attempt to reduce the expenditure by diminishing the number of governesses would be most unwise, and could but issue in disastrous failure. The proper staff for 40 students is either two governesses when, as at Lincoln, the principal takes an active part in the teaching, or three when he confines himself to general superintendence or religious instruction. A proportionate increase is required for larger numbers. Here again I record this statement with a view to future contingencies. I do not believe that the salaries of the governesses can be or ought to be reduced: the best students cannot be had or permanently retained without liberal treatment: but I feel sure that the actual number employed must be kept up, and should be insisted upon as a condition of Government grants. My successors will ever and anon have to contest the point, if not with committees of management, yet with persons upon whose influence the prosperity or popularity of the system is somewhat dependent.

I pass to the organization of the special department for professional training. There the progress has been steady and most satisfactory. The most important point is the state of the practising schools. In my report for 1850, pages 122, 123, I said; "The general opinion which I have to record is "far from satisfactory. I do not consider that the practising "schools are well organized, whether we regard them as "models which the students should endeavour to imitate "hereafter, or as places in which they may learn how to "teach elementary subjects or to give what are called collec-"tive lessons." In fact, looking back at the state of those schools at that time, I find only two exceptions to the general description of their inefficiency and unfitness for their special object. At Whitelands there were then three schools in a fair condition, each conducted by a mistress, assisted by the elder students in rotation: at the Home and Colonial they had then, as now, in addition to the practising schools, a complete set of model schools. In these every subject was systematically and efficiently taught, and the students saw, in fact, admirable models of schools in which the organization is complete and the instruction is carried to the utmost extent which is found practicable considering the early age at which children are withdrawn. At that time I stated my opinion that it would be most desirable to have such model schools attached to every institution, or at any rate easily accessible to the students. Where that cannot be done the practising schools should be good, well organized, complete in their arrangements, and conducted with all possible skill and energy by well trained teachers.

I have now to report that, to my great regret, in most places the establishment of model schools has not been found practicable, and that in others, where I believe that it would have been practicable, had the managers been strongly convinced of the advantage, it has not been attempted. At Whitelands they have now two complete sets of schools supplying all desiderata: but this and the Home and Colonial are the only institutions which possess this advantage. At Salisbury a small model school on the premises has been given up for reasons which appear to me unsatisfactory, the more so inasmuch as the practising schools are situate at an inconvenient distance. I fear that nothing can be done at present: but my opinion remains unchanged, or I should rather say is stronger than formerly in favour of this system. It is the only substantial point in which I feel that a satisfactory advance has not been made in the organization of female training colleges.

The improvement, however, in the practising schools is so great as in some measure to compensate for this defect. At present nearly every college has two schools, with class-rooms and all requisite arrangements. They are, generally speaking, remarkably well built, and may serve as models for external organization. The students are employed in them regularly, for the most part under the superintendence of a teacher of method, or of a school mistress possessing special qualifications for the duty, and provided with sufficient assistants. One of the most important parts of an inspector's duty is to ascertain the efficiency of this department of the student's training. A larger portion of time, than after many years' intimate acquaintance with the colleges I have found it necessary to take, may be advantageously devoted to the inspection of the students and teachers while at work in the practising schools. When it is practicable it might be worth while to visit institutions a second time for this special object, since the schools and the students are so completely put out of their ordinary course while we are hearing their lessons, as to make it difficult to know exactly what they are doing.

I have now to consider the extent aud quality of the instruction. The first important point to be observed is the great change in the state of preparedness of candidates for admission. In 1850 I wrote thus:—"I can scarcely state "my opinion too strongly that the standard of attainment "generally insisted upon as a qualification for admission "has hitherto been so low that it would have been impos-"sible, under any system, to prepare a large number of "students for the examinations which have been given, or "indeed for any examination which should require a fair "amount of such information as is needed by a teacher in a "good elementary school. . . . Many are admitted who can-"not write from dictation without gross errors, are unable "to work the first four rules of arithmetic, read inaccurately, "or with little appearance of intelligence, and are singularly "ignorant of the facts and doctrines of the Bible. The "managers are fully aware of this, but account for it by "the fact that it is impossible to find a sufficient number of "better qualified candidates."

At present this evil is altogether removed. All candidates pass an examination quite sufficient to test their qualifications, and to exclude those who are not instructed properly in elementary subjects. I hear, indeed, occasional complaints that some who pass the examination fall below the standard which the principals consider desirable, if not

indispensable: but making fair allowance for shortcomings, and taking into consideration the class to which the pupil-teachers belong and the work for which they are trained, I feel satisfied that a more rigorous examination would do more harm than good: the fact, however, that such complaints are made, and that by some of the most experienced and able principals, may prove that any lowering of the existing standard would be mischievous. If again, as many supporters of these institutions have strongly urged, the test of a previous examination were not insisted upon by your Lordships as a condition of annual grants, I am convinced that the result would be injurious. Every student admitted without a competent knowledge of elementary subjects is a dead weight to an institution. A class of such students cannot possibly be prepared for examination at the end of the year without severe pressure upon the energies of their teachers, and also such an exclusive devotion of their own time and faculties to the course of instruction, as would be practically incompatible with their special training as school mistresses. I feel the weight of some arguments which are brought against this system. The managers have a show of reason when they say that, as they must be the sufferers in case of failure at the Christmas examination, the responsibility of admitting as well as of preparing a number of such candidates may be safely left to them: that the principle of judging by results once admitted ought to be applied without insisting upon preliminary conditions. Still the real question is whether the great object of these institutions can be attained if this condition were abandoned. My own opinion is that in course of time a considerable number of inferior candidates would be admitted, either on the recommendation of influential persons, or for the sake of payments guaranteed by friends or parents, and that their admission would not merely lower the character of instruction, a point of secondary importance, but that, as was formerly the case, careful training in the principles and methods of teaching would be given up. I am aware that this conclusion will be unsatisfactory to many supporters of the training colleges, but there is scarcely any point upon which I feel a stronger conviction. Of the two examinations, the one at the beginning, the other at the end of the biennial course, I hold the former to be in reality the more important with regard to the special work of these institutions.

The course of instruction now given, and the annual examinations by which its efficiency is tested, differ in some important respects from those which I reported upon in 1850,

and still more from those which are described in two previous reports on Salisbury and Whitelands. Fewer subjects are taught: in each subject the course is less extensive: while more accuracy and completeness within prescribed limits are exacted and secured.

I must now beg leave to quote a passage from my report on Whitelands for 1849, p. 674. It will show that the opinions expressed in this and late reports are not the result of pressure from without, but that they have remained substantially the same during the whole time of my employment in this department. I said then of Whitelands, "The amount of instruction given to the students in this "institution is as extensive as would be advantageous to "young persons who are intended to teach the children of "the poor. It may even be questioned whether there is "not too much variety at present, whether the attention "of the student is not distracted by the multiplicity of "objects, and whether it may not be advisable to simplify "and limit the course of the examination. I would recommend that if any alterations are made in the system of "instruction it will be with the view of making the teaching more elementary, practical, and systematic, and not "of extending and enlarging it. It is to be feared that "while so many subjcts are prepared for examination the "tendency will always be to increase the extent of superficial attainment at the expense of depth, soundness, and "practical utility."

These observations applied and were intended to apply quite as strongly to other institutions. It should be remembered that the training colleges then in existence were founded independently of the Government, and had adopted their own course of studies, differing in some respects in each institution, and that the first examinations were conducted with special reference to the text books and lectures which had been generally adopted. The first object was to ascertain what was really done, or attempted, the next to bring the managers to a general agreement upon the most important matters, and thus gradually to establish a uniform system.

I will now state as briefly as possible the comparative state of instruction in 1850 and 1864.

The religious instruction at the former period comprised the Holy Scriptures, the contents and history of the Prayer Book, and the outlines of church history. At present the religious examination for both years is confined to certain portions of the Bible and Prayer Book carefully selected

after repeated conferences with the managers. Church history, which formerly occupied much time in some places, is altogether omitted.

My reports upon the state of religious instruction have invariably attested its efficiency and soundness. It has always been to me a source of the deepest satisfaction that in every institution the paramount importance of scriptural knowledge has been recognized, and that the papers of the students are and always have been as I represented them to be in my first report:—"What every Churchman would "wish them to be, written in a reverential and apparently "devout spirit, and indicating a comprehensive and accurate "acquaintance with the Holy Scriptures." On looking at the tabulated results of the last examination, I find that in nine training colleges every student of the second year received the marks fair, good, or excellent, and that a very small proportion, from 5 to 15 per cent., in the other four fell below a satisfactory standard.

Arithmetic.—Formerly this subject was ill taught, excepting at the Home and Colonial and Whitelands. When principles were clearly explained the practical application was insufficient; principles and practice were alike unsatisfactory in some cases; nor indeed was it generally supposed that young women could be good teachers of arithmetic. At present the examination papers, which are quite difficult enough to test the attainments of the students, are generally cleared, and a small proportion of marks under "fair" are recorded in the tables.

Under no circumstances is it desirable that any change should be made in this subject. The examination requires all, and requires no more than all, that a schoolmistress must know in order to teach the subject.

The English language.—As tested by exercises in grammar and composition and the general style of the examination papers, the results are moderately satisfactory. There is a real and general improvement. The spelling, formerly imperfect, is now certainly "good." So far as I can judge from what I know or hear of other examinations, including those of far higher classes, the papers which are absolutely free from faults of spelling, or which have but few and for the most part accidental errors, bear a remarkably high proportion to the whole number. Still the papers of the first year students in some cases prove that much still remains to be done, more especially during the period of their apprenticeship in elementary schools. It may perhaps be advisable to enforce greater strictness at the pupil-

teacher examinations; to set more difficult lessons for dictation at admission, and a special trial at the close of the third year's apprenticeship. Nor might it be disadvantageous to have one page of dictation carefully chosen so as to test the spelling as a part of the examination for admission. Still, whatever pains are taken, occasional slips will occur, and absolute rigidity might exclude many young persons possessing special qualifications for the work of teaching. Grammar is well taught, never so well as within the last few years. It is much to be regretted that the application to the analysis of sentences, the most practically useful of all exercises of language is, perhaps necessarily, encumbered by technical terms; but no substantial change of system appears to be desirable. Etymology and the history of the language have been given up, the former as pedantic and unprofitable, the latter as going beyond the proper limits of elementary teaching. The exercises on composition are now tolerably good, the paraphrases far simpler and more accurate than formerly; but frequent traces of old faults, ostentation, bad taste, and inaccuracy occur, and are not likely to be totally eradicated. I am, however, glad to be able to state that very great pains are now taken to teach students to express their thoughts in simple and perspicuous language.

Geography and History.—The results of examination in these subjects have fluctuated in a very remarkable way for some years. I have attempted to define the subjects of examination clearly, and to set papers which might fairly test the attainments of the students. I do not feel that I have succeeded, and shall be gratified if future examiners may see their way to greater exactness. My own conviction is, that in every institution geography is well taught, in some far better than in most private or public schools. The lectures for the most part are excellent, clear, methodical, full of interesting information, and copiously illustrated by maps and drawings. The students like these lessons; all of them draw maps from memory; many of them have complete atlases of their own making. Their answers appear to me full of life, and indicating a real knowledge of the subject. I am convinced that quite as much time is given to the subject as is at all desirable; but, to whatever cause it may be attributed, the results of the written examination are unsatisfactory. I trust that my successor may devise some plan which may approve itself to your Lordships, and save students and managers from severe and, as I really believe, unmerited disappointment

With some modification I would apply the same remarks to English history. Here, however, I should be much disposed to recommend either that no paper at all should be set, or that a few questions only should be inserted in the paper on geography. It is quite true that a fair knowledge of the history of England ought to be expected in a schoolmistress; but the subject is one which may be left to itself; its inherent interest and importance will secure attention. While my own conclusion is that a course of lectures either occupies far more time than can properly be spared, or is necessarily jejune and superficial, on the other hand, I do not believe that a written examination can be so conducted as to give fair scope to the attainments of the best students, or to detect the deficiencies of those who know but the bare elementary facts set before them in skeleton lectures.

Domestic Economy.—I cannot record any considerable advance or change in this subject. In 1850 I stated that not much had been done to teach the subject on a systematic and complete plan. Still good text books are now used; the lectures in some institutions are practical and interesting; the papers of the students indicate good sense and a proper feeling of the importance of the subject. So far as the written examination goes I doubt whether much can be done in the way of extension or improvement; but, as I shall presently have occasion to state, very much remains to be done before the objects which, as I represented in my earliest reports, are admitted by managers to be desirable are attained.

School Management and Notes of Lessons.—My report in 1850 states: "The papers on the management of chil-
" dren, including moral influences and school discipline, on
" the methods of teaching elementary subjects, and on the
" organization of schools under various circumstances, have
" not hitherto been satisfactory. They generally indicate
" not only want of experience and of practical knowledge,
" which might be expected, but want of training. It
" would appear that the candidates have either had few
" opportunities of studying the subject, or that they have
" generally made little use of them." The reports on the notes of lessons, to which even then considerable attention had been given, was more satisfactory.

At present I can confidently say that the subject of school management does receive due and most careful attention in every institution.

The remarks which I have made in this report, and in-

deed in all the reports which I have laid before your Lordships since the existing system of training has been completely organized, sufficiently show the strong opinion which I entertain as to the soundness of the principles on which it is based, and its practical efficiency. Still, in two points, I feel that there is room for improvement, and I believe that it may be effected if some alteration be made in the periodical examinations. The change which I venture now, at the close of my official engagement, to submit to your consideration, has occupied my mind for some time.

The two points are, the training in domestic economy, and in the practical details of school management. Much has been done for both, more especially the latter; but it certainly must be admitted that the training in all branches of industrial occupation, the laundry, the kitchen, and housework, with the single exception of needlework, which is really excellent, occupies in all these institutions a secondary place, and in some is completely neglected; nor, good as the professional training appears to be, do I consider that the proportion of time passed by the students in the practising schools or the amount of work done by them in those schools is generally sufficient. They and their teachers, especially their governesses, have their minds fixed upon the Christmas examination, and find it exceedingly difficult to devote that amount of energy and close attention to the art of teaching which I believe to be desirable, not to say indispensable to thorough mastery of a most difficult work. The preparation for the written examination, as at present conducted, occupies, and must necessarily occupy, too large a proportion of their time. One remedy, and one only, appears to me likely to succeed, and that is a great change in the final examination.

At present there are three examinations, one at entrance, one at the close of the first year, and one at the close of the second. Of these three the last is by far the most important to the students; their certificate depends upon it, it is regarded by themselves and by others as the true and final test of their ability and attainments. When, however, we consider the special objects of these institutions, that which is chiefly contemplated by your Lordships in making large annual grants for their support, it seems quite clear that this last examination is by far the least important to the public; and, indeed, if the two former examinations were satisfactory, that it might safely be dispensed with altogether. All that school managers really care to secure, and I speak of those who are most anxious to have good and

efficient schools, is such an amount of education in the mistress as will enable her thoroughly to understand what she has to teach. This involves, of course, much more than a mere elementary knowledge of the subjects; but, in my opinion, it does not involve more than an intelligent student should either possess at the date of her admission, having previously passed through a long apprenticeship, or may and ought to acquire in the course of one year's training. I believe that all the students who are placed in the first class, and most of those who are placed in the second class at the second examination, *i.e.*, the examination at the end of the first year, have learned quite enough, so far as mere amount of knowledge is concerned, to make them efficient school mistresses. I propose, therefore, that all students who pass a really satisfactory examination at that time should be exempted from further trial, and that the final examination of all those who are then classed in any division should be confined to subjects in which they have fallen short of a reasonable standard. That is to say, I would give up the written examination at the end of the second year, or confine it altogether to questions on religious knowledge, arithmetic, and school management. These questions, of course could be so framed as to enable the examiners to ascertain the general ability of the writers, and to show whether their time has been profitably employed during the second year.

I would, however, make the final position of each student depend principally upon the reports of the inspector and the managers as to her qualifications for teaching. If those reports are altogether satisfactory, I would raise the students of the second class, and even of the third class, to the first, provided that their mastery of subjects in which there had been a partial failure were tested by a supplementary examination. Unsatisfactory reports should, of course, lead to a corresponding displacement of students ranked in the first class at the previous examination.

The results of such a change would, of course, be considerable. The stress of instruction would fall upon the first-year students. Care should be taken to avoid any increased pressure during that period. There is no occasion for it. I do not wish the students to attempt more than at present. Indeed I should be much disposed at once to omit one subject, viz., English history, and to make some modification in the papers on geography and grammar. It might also be worth consideration whether all the students at the end of the first year might not be classed

in two divisions; the first comprising all who pass satisfactorily in subjects of recognized necessity; the second, those who fail in one subject or more, and who must therefore be subjected to a second examination.

The result would probably be that the principals and managers of these institutions would be more careful to detect the deficiencies of the weaker students, and to secure them from disgraceful failure. They may possibly pay less attention to the instruction of the more intelligent girls, but this is not greatly to be apprehended; it is a work too attractive and satisfactory to be neglected by such able governesses as are now employed, and I doubt not will continue to be employed in the training colleges.

Of course there is some danger lest the students during their first year should in that case be withdrawn altogether from the practising schools. That would be a serious disadvantage. But on the one hand it must be remembered that the managers are fully persuaded of the importance of this part of the training, and are not likely to countenance any considerable modification in the system which at present is generally adopted; and on the other, that the inspector would feel himself specially called upon to report any indications of such a tendency. It could be easily detected and easily checked. The general tone of an institution where increased attention is paid to the practical training, would tell indirectly upon all the inmates.

With regard to the second-year students, the result, as it seems to me, would be altogether advantageous. They would have a clear twelvemonth for special preparation in teaching. Their attention would be no longer divided; they would be free from the anxiety felt by all, felt most strongly by those whose minds are capable of the greatest exertions, lest the place won at the first examination should be lost at the second. I believe their health and spirit would improve: the ailments to which they are subject are undoubtedly for the most part connected with the over tension or excitement of the nervous system, and the chief cause would be removed. The few who would have to be re-examined would have no formidable ordeal to pass, for such examination would, of course, be limited to strictly elementary subjects. The great mass would be altogether relieved from the pressure. Their instruction would not indeed be terminated: lectures and examinations would be continued in most, if not in all institutions, both students and principals being fully aware of the importance of a thorough course of intellectual training, and the prepara-

tion for the short examination in school management, while insufficient to cause any painful anxiety, would be quite sufficient to prevent any neglect of subjects in which failure or shortcomings are most common. Their time, so far as mere instruction is concerned, would be pleasantly and profitably occupied in recapitulating past lessons and reading useful works under the superintendence of their teachers.

The time taken from study would be occupied partly in industrial work, partly in school work.

In my earliest reports I stated my opinion that much more ought to be done for the domestic training of students. Nearly all the managers hold the same opinion; but owing to many causes little improvement has taken place. If it is once clearly understood that the lady superintendent can and ought to command a large portion of the student's time, most difficulties will sooner or later be overcome. It will, however, require a considerable modification in the organization of nearly all these institutions to secure for all the second-year students a complete and satisfactory course of industrial training. If your Lordships give instructions to your inspector to bring the matter under the special consideration of the managers, I believe that they will willingly adopt any practical recommendations. Enough is now done in most places to establish the principle, and to facilitate the introduction of an efficient system. The question how far and in what form the industrial qualifications of a student should be recognized and certified, is one which will be determined without much difficulty when such a system is in practical operation. The inspector may ascertain the most important points by personal observation, and may easily secure the assistance of competent advisers.

With regard to school work the case is different. The work is done, and well done at present: all that is required is more time and less divided attention. Lectures on school management, critical lessons, model lessons, and all means of inculcating and developing sound educational principles, have for many years been given and used with satisfactory effect. Still I feel that if one whole year is all but exclusively occupied by the practical work of this department of training, not only more work will be done, but what is done will be done with more spirit and more thoroughness. I believe that in many places the need of enlargement and improvement will be felt, and am not without hopes that the system of model schools, as distinct from practising schools, upon which I have frequently spoken with much

urgency, may be more extensively tried. In all places the position of the training teacher, mistress of method, or whatever designation may be applied to the officer specially charged with the professional training of the students, will rise in importance and be recognized as the keystone of the whole system.

I have but to add one suggestion. The position of the student at the end of her training will depend upon her attested qualifications as a teacher. At present the inspector judges of those qualifications mainly by the impression made by a lesson of some 25 to 30 minutes given to a class of children in his presence. I do not recall what I have often said about that exercise. It is remarkable how many important points are really decided; and, after long experience and constant comparison of the results of my own observation with those of my colleagues and of the officers of training colleges, I still assert that upon the whole the estimate of a teacher's powers thus arrived at is generally correct. Still if, as I hope, the report upon the student's practical qualifications is to tell even more strongly than heretofore upon her ultimate and permanent position, something may be advantageously done to give it more weight. It would be desirable that the inspector should observe the student while she is engaged in teaching different subjects, in different classes, and under different circumstances; but that is obviously impracticable, nor could any modification of the system of normal inspection by one inspector meet the difficulty. One plan I have tried with some success. While hearing a lesson I have had before me full reports upon the student by the teacher of method or the principal; and the remarks which I found there have served either to corroborate or modify my judgment. But that plan has obvious disadvantages. The reports are not always to be relied upon: the fact that they will be called for makes the teacher naturally reluctant to record unfavourable judgments: the student's consciousness that former delinquencies or shortcomings are before the inspector's eyes causes serious excitement; and when the report is altogether opposed to our own observation, it results in an unpleasant and unsatisfactory conflict of opinion.

Two alternatives appear to me deserving of consideration.

A full report upon every student's conduct, ability, and success in teaching may be presented to your Lordships, prepared by the teacher of method and countersigned by the principal. The inspector may, and I think should, for-

ward that report together with his own observations upon the value to be attached to it. His own report upon the lesson given in his presence will of course be given in as usual. When both reports are favourable, students who have passed even a moderately satisfactory examination may be safely placed in the first class. When the difference is considerable the inspector's attention may be called to the fact, and it will rest of course with the office to decide which opinion shall have the preference.

I do not believe that this plan would work badly. It would have a very powerful effect upon the students throughout the whole period of their training, and no substantial injustice could easily be done. Either report unsustained or uncorrected by the other might be unfair. The chances of unfairness will be considerably diminished if only two divisions of students are recorded, those who pass with credit, and those who barely reach a minimum standard.

The other plan would, in my opinion, be preferable, and there would be no insuperable difficulty in bringing it into operation. I would propose that the inspector of the district, in which each college is situate, should visit it frequently and observe the students at work. He might present a full report upon each to the normal inspector, who would use it to confirm or modify his own opinion. This would occupy some time, but no time could be spent more profitably, and it would have the great advantage of bringing the district inspectors into closer and more important relations with the central educational points. I do not enter into details; if the suggestion appear worth consideration it would be easy to prepare forms in which the results of such preliminary inspection might be registered.

The one point, however, to be secured is, that the students be made to realize the fact that their position on leaving the training college depends, above all things, upon their ascertained ability to teach children and to manage a school. Whatever plan may appear likely to conduce to this end will doubtless be carefully considered by those to whose judgment and experience the system and details may be referred by your Lordships.

In conclusion, I venture once more to repeat my deep and unaltered conviction, that the condition of the Female Training Colleges is thoroughly sound; they have done their work efficiently for many years, never more efficiently than at present: any changes which may appear desirable should be introduced cautiously, and not without the pre-

vious consent of the principals and managers; and, if no change be made, I am sure they will continue to send forth a large supply of young women whose religious principles, moral conduct, mental attainments, and practical skill in the art of teaching will leave no room to doubt of their success in the arduous and honourable work to which they have devoted their lives.

I have the honour to be, &c.

F. C. Cook.

To the Right Honourable
The Lords of the Committee of Council on Education.

Special Reports.

BISHOP'S STORTFORD.

No change has been made in the organization of this institution, but the resignation of the Rev. J. Menet, to whom it has been hitherto mainly indebted for its efficiency and success, involved an entire reconstruction of the staff of officers. With the exception of Mrs. Bush, who continues to superintend domestic arrangements, all have been appointed since my last report. The Rev. A. H. Blunt, chaplain and principal, three governesses and two schoolmistresses, trained in the institution, conduct the instruction and training of the students without any apparent abatement of efficiency.

The practising schools are in a satisfactory condition, and great pains are taken to give all the students opportunities of becoming practically conversant with the details of school management. One important change has been made, which though necessary on other grounds is perhaps somewhat disadvantageous to an institution which is specially intended to train mistresses for an agricultural district, the boys have been removed from the upper practising school. Still the energy and skill with which the school appears to be conducted secure the most important conditions of success. The lessons given by the students in the presence of myself and my colleague, the Rev. H. Robinson, were practical, animated, and in all respects satisfactory.

The only point to which I have always felt that more time and attention might be advantageously devoted is the domestic or industrial training. I am convinced that considerable improvements may be effected without any detriment to the general training.

BRIGHTON.

The premises are large and commodious, in a remarkably fine and healthy situation, with sufficient grounds for exercise and recreation, two practising schools, and all the requisites for a training college.

The staff is now complete, and upon the whole it may be hoped will prove efficient. The chaplain and secretary, the Rev. H. Herbert Wyatt, of Oxford, resides in Brighton, and superintends the religious education and training. Miss Foster, sister of the Rev. H. Foster, formerly chaplain, has the charge of all domestic arrangements. Three

governesses, holding first-class certificates, conduct the instruction of the students with great care and fair success; there are two masters for drawing and music. Hitherto I have frequently had occasion to complain that the teaching power was insufficient, but no reasonable fault can be found with the present organization.

The health of the students is remarkably good. The infirmary has not been once used in the last two years. They appear to be cheerful and active, attached to their teachers, and to be receiving a practical and useful training. I have, however, to report that the marked inferiority of a large proportion compared with students in most training colleges, so far as regards attainments and general ability, still exists, whether attributable, as indeed seems most probable, to deficiencies in their previous education, or to internal defects which may be in process of removal. It is unsatisfactory to be compelled to state that some broke their engagement and left at the end of the first year's training without any apparent justification, nor can it be denied that this fact indicates a want of due influence and authority in the government of the institution. The practising schools, though improved, are not even now in a high state of efficiency, and the proficiency of the children in the ordinary subjects of examination still falls short of the average and reasonable standard.

BRISTOL AND GLOUCESTER (situate at Fishponds, a hamlet about five miles from Bristol).

This institution was established in 1853, in spacious and very handsome premises, which were greatly improved two years ago by the addition of a lecture room, large enough to hold all the students. The buildings include a handsome chapel, a residence for the principal, and a complete set of schools, with class rooms for girls and infants. Upon the whole, this is one of the most complete establishments, so far as regards all external arrangements. The only drawback is that its situation is inconvenient and difficult of access, there being no communication between it and Bristol, save by private or hired conveyances. The population of the hamlet is too small to supply a sufficient number of children for the practising schools, which are moreover damaged by British and Foreign schools lately established in the parish.

The work of the institution has been carried on with unvarying diligence, ability, and success from its first establishment under the management of the Rev. W. Smith, M.A., the principal, who is assisted by his brother-in-law, the Rev. W. De Lancey Lawson, by Miss Manby, matron, and three governesses, all of whom were trained in the college. The harmonious and systematic working of the establishment may be attributed partly to this circumstance, but is mainly owing to the unremitting zeal and energy of the principal.

The chief characteristics of the training college are not, as might perhaps be expected under a principal who obtained high classical honours at Oxford, great intellectual activity and extensive attainments on the part of the students, but quiet and steady attention to the details of school work. The results of periodical examination indicate rather a lower than average standard of attainment, but the lessons given in our presence were plain, adapted to the capacities of the children, and practical, while the appearance and demeanour of the students convey an impression, borne out by the accounts given by managers of schools in which former students are now acting as teachers, that the one great object of their training is constantly before their minds, and that their habits and feelings are such as to prepare them for the work of elementary

instruction, especially in village schools. The principal has always expressed an opinion that the attainments of his pupils at entrance are unsatisfactory, and I believe that they do actually fall short of the general standard, but the result is not to be regretted, if comparative inferiority in this respect is, as there is reason to believe, counterbalanced by practical adaptation to the duties of their station. My own observation has long since convinced me that the teaching power in the institution is quite sufficient and thoroughly effective.

Great apprehensions are entertained by the principal and members of the committee of management as to the future condition of the establishment, but as yet there are no indications of a failure, either in the supply of candidates for admission or in the demand for schoolmistresses. Hitherto the income has been more than sufficient to meet the expenditure, and it is to be hoped that no changes will be made until they are necessitated by an actual deficiency, and the failure of appeals to the supporters of elementary education in the diocese. It is not probable that the zeal and liberality of churchmen, which were so strikingly exhibited in supplying the large funds required for the first establishment of the college, and for its maintenance during some years of trial and difficulty, will be found wanting should it be necessary to raise annual subscriptions in order to maintain its efficiency, especially when proof can be given that the large number of mistresses sent forth in former years have done and are now doing their work to the general satisfaction of their employers.

CHELTENHAM.

This college was established in 1847 under the same management as the training college for masters, with which it has always been closely connected. The principal and some lecturers of that institution take a considerable part of the instruction; the same professor, Mr. Gill, superintends the professional training, and the practising schools are in the same building. This arrangement remains unchanged under the principal, who has lately succeeded the Rev. C. H. Bromby, now Bishop of Tasmania. The separate staff of officers for this department consists of a matron and two governesses, Miss Reynolds and Miss Hutchinson, both of whom have conducted the instruction of the students with remarkable energy and success for many years; indeed I feel bound on this occasion to record my opinion that the invariable success of the students at the periodical examinations, and the satisfaction which there is reason to believe they have almost universally given to their employers as teachers, is mainly attributable to the personal influence of these governesses, and more especially to that of Miss Reynolds.

The chief characteristic of this institution is intellectual activity. The students are made to think and reflect upon the principles as well as to learn the methods of elementary instruction. The lectures given by the master of method are very complete, giving a full account of all systems which have been found practically beneficial and entering fully into all details of school management; the written examination of the students, and still more the lessons which they have given in our presence, more especially of late years, prove that the lectures have been thoroughly digested. Much must be attributed to the effects of other lectures; those on history by Mr. Ross are remarkably good and well calculated to develope the mental power. There is, moreover, a manifest desire on the part of the students to devote themselves honestly and earnestly to their work. Their domestic training is not neglected. The matron takes great pains to give them useful information and to in-

culcate habits of economy and good order, but here as elsewhere this department of work occupies less time than I consider desirable.

The premises are inferior to those which have been erected with the aid of grants from your Lordships. In some respects they are scarcely fitted for such an institution. The lecture rooms are small and incommodious; the refectory is much too small, low, and not well lighted; the dormitories, though arranged as well as may be practicable, are but moderately convenient.

The managers have done their best, and it must be admitted that the students have not suffered in health or spirits, nor has the institution in any material points been seriously affected by the deficiencies which I have pointed out; but it is much to be regretted that considerable alterations were not made in the present building, or that the establishment was not transferred to a better situation while the managers were receiving grants at least equal to their actual yearly expenditure, and when they might have obtained large assistance for either purpose.

I do not, however, doubt that under the present management this institution will continue to send out a large supply of well-trained and efficient teachers; the supply of candidates is unusually large, nor is any difficulty experienced in procuring good situations and adequate remuneration for the students.

DERBY.

This institution was established in 1851. There is accommodation for 40 students, and that number has always been kept up. It stands in an open and healthy situation, not too far from the town, and within reach of a sufficient population to fill the practising schools. The premises are good, and have been very much improved by the addition of a spacious lecture room and excellent practising schools for girls and infants. In fact the establishment is completely supplied with all things requisite for professional training.

The Rev. Canon Latham has superintended the institution in the capacities of secretary and chaplain from the beginning, and to his influence and exertions its general success and the improvement above specified are mainly owing. Miss Bradshaw, the head governess, has also held her appointment during the whole period, discharging her duties with unvarying diligence and efficiency, and stamping the impress of her own earnest character upon the students. She is effectively supported by two governesses trained in the institution. Miss Richardson, the lady superintendent, has managed all domestic matters for some years, and the excellent tone which prevades the establishment, the harmony and good feeling between all the inmates, must be attributed mainly to her example and influence.

The students are not remarkable for great ability or attainments, their position upon the class list has never been comparatively high; but their attainments though modest are sound; there have been no failures for many years, and their papers indicate the sound practical good sense which combined with moral and religious principles is the best security for future efficiency. It must be remarked that the dress, appearance, and manners of these young women are such as are rightly considered most satisfactory to those who look to the practical influence and example of a schoolmistress as far more important than intellectual power. I have also to state that the lessons given by the students are on the whole quite satisfactory; they are carefully trained in the practising schools, complete and very honest and out-spoken records of their conduct and progress are kept, and the model lessons and criti-

cisms which they hear are remarkably good. There is no institution about the permanent usefulness of which I feel more secure; the only fault which can be justly found with it as a diocesan institution is that it supplies but too few teachers and admits but too few candidates for the wants of the district.

DURHAM.

This college was established in 1859. The buildings are very good, handsome, and commodious, the situation on the brow of a hill commanding a view of the city with its grand cathedral and castle, is remarkably fine. There are now two practising schools attached to the institution, one for girls adjoining the main building, the other for infants on a site presented by the late Marchioness of Londonderry at a convenient distance. The institution supplies all that is requisite for the thorough training of 46 students.

Several changes have taken place in the organization of the college since it was founded; but it has been uniformly conducted with energy and efficiency, and the students have both acquitted themselves well at the periodical examinations and given general satisfaction to the managers of schools after completing their course of training.

These results are to be attributed partly to the superintendence of the Rev. C. W. King, formerly chaplain and principal, and now one of H.M. Inspectors of Schools, and partly also to the remarkable energy and ability of Miss Davies, formerly head governess, who continued to discharge her duties when her health was failing under the severe pressure. At present the whole staff of officers is new, but as they have either been trained in the institution or appointed by competent judges with due regard to their mental and moral qualifications, I feel no doubt as to the permanent efficiency of the system. The managers superintend it carefully and in a liberal spirit.

The results of all former examinations show that the students are intelligent and well taught. They appear to be above the average standard at entrance, vigorous and capable of sustained exertion, not without indications of northern breeding, which will probably enable them to deal successfully with the somewhat rough and hardy daughters of labourers and miners in the district. They teach well and have considerable power over the children.

The health, spirits, and general demeanour of the students are entirely satisfactory.

HOME AND COLONIAL.

This institution has undergone no change for some years, either in organization or the persons of its chief officers. The Rev. J. Evans, chaplain and secretary; the Rev. W. Fleming, lecturer. Mr. Dunning and Mr. Coghlan conduct and superintend the professional training. Four governesses, Miss Lewis, Miss Chessar, Miss Derrick, and Miss Blundell; two lecturers (Mr. Reiner and Mr. Tegetmeier) on arithmetic, natural history, and domestic economy. Mr. May, professor of music. The practising and model schools are admirably conducted by a large staff of teachers and assistants.

I can add nothing to the statements which I have for many years had the satisfaction to repeat touching the zeal, ability, and thorough efficiency of all these officers. There is no institution in which the special objects of a training college are more distinctly kept in view or attained more completely. The whole system is at once practical and

scientific, resting on sound principles, and worked with singular devotedness. This must be attributed in great part to the disinterested and long continued services of Mr. Reynolds, the virtual head of the institution, to the efforts of a numerous and energetic committee, and to the influence of Miss Mayo and other visitors well known as firm and enlightened friends of intellectual and moral education.

The situation of the college in the midst of a dense population is in some important respects somewhat disadvantageous, but great pains are taken to prevent the students from suffering in health and spirits, and the reports of the medical officers of late years have been very satisfactory. On the other hand, it is probable that the peculiar characteristics of this institutiou could not have been so perfectly developed had not the large schools been filled by an overflowing supply of children of various classes, from the respectable tradesman to the poorest mechanic.

The permanent maintenance of an institution so extensive and so completely organized must of course involve great exertions on the part of its managers and great liberality on the part of its supporters. It has, however, sent forth an immense number of teachers, about whose conduct, ability, and success there is but one opinion, nor can it be doubted that should any difficulties arise they will be surmounted. It is highly improbable that the applications for admission will fall off, that the demand for such teachers will be diminished, or that larger subscriptions will not be forthcoming should they be really needed.

LINCOLN.

The last institution for training mistresses established in 1863. It has been conducted under the same principal, the Rev. H. Nelson, from that time with remarkable efficiency and success. Two governesses, Miss Hedges and Miss Mears, have done their work thoroughly well; the practising school is in a satisfactory state, constantly improving under the careful and skilful teaching of its former and present teachers.

The situation is good, at a short distance from the city and from the bishop's residence at Riseholme, and within reach of a population sufficient to fill the practising school. The health of the students and governesses shows that the climate, though somewhat keen, is invigorating and wholesome. The institution has hitherto been completely free from infectious or epidemic disease.

The uniform success of the students at the periodical examinations has been noted in my former reports. It must be attributed to the thorough efficiency of the teaching power and to the excellent spirit which pervades the institution. It certainly is not to be attributed to any disproportionable care bestowed upon merely intellectual culture; the officers and students are alike thoroughly in earnest about their practical training. The lessons indicate great care and clear perception of what is desirable and practicable in the instruction of young children. I feel no doubt whatever as to the future condition of this establishment. Its financial position is peculiarly satisfactory; no difficulty is experienced in filling the institution or finding situations for its inmates; and considering the extent of the district and the adaptation of the system to its real and permanent wants, there is good reason to believe that if any change should hereafter be called for, it would be for the extension rather than contraction of its operations.

NORWICH.

This training institution is one of the oldest in the kingdom, first established in 1840. It was formerly conducted under the superintendence of the Rev. A. Bath Power in small and inconvenient premises within the Close, and latterly in its present situation, in premises purchased with the aid of a grant from your Lordships. The site and premises were the best which at the time it was thought possible to secure, the requisite funds being raised with great difficulty, but it is much to be regretted that even at the cost of some delay a larger building and a healthier and more spacious site had not been purchased. The managers are fully aware of the fact that the dormitories are too small, and the domestic arrangements in general are exceedingly inconvenient.

On the other hand it must be freely allowed that notwithstanding these real disadvantages, which may at some future time be more severely felt, the general condition of the institution, more especially as regards the highest and most essential points, is now and has been for some years remarkably satisfactory. The Rev. W. Cufaude Davie, who succeeded Mr. A. B. Power as chaplain and principal, has fully maintained the character of the institution for attainments and ability, while the demeanour and habits of the students are undoubtedly more in accordance with the position which they will occupy than was formerly the case. In both these respects very much, indeed, is due to the exertions of the late head governess, Miss Schofield, who carried on the work under circumstances of great difficulty, while the other governesses, Miss Sparke and Miss Butler, have effectually seconded their superior officers. Miss Bunbury, the lady superintendent, is responsible for the domestic management and training duties, which she discharges to the entire satisfaction of the managers.

The success of the students at the annual examinations has for some years equalled that of the most efficient institutions and generally rises far above the average. The lessons in the two practising schools show careful and judicious training. No fear need be entertained as to the permanence of an institution which has sent out a regular supply of teachers whose moral conduct and practical ability are attested by the great majority of the managers of schools. It may be hoped that larger and more general contributions from the supporters of education in the diocese may at no distant period enable the bishop and committee to purchase another site and erect buildings more suitable for the purpose.

SALISBURY.

This institution is one on which I have always looked with peculiar interest. It was the first which I officially visited; it is I believe one of the very first which was organized on a satisfactory plan; it is also one which has gradually adapted itself to changes of circumstances, passed through many trials and difficulties, and now presents in many respects one of the best models of a system by which mistresses are trained for the schools of an agricultural district.

For some years the institution was carried on by Mrs. Duncan with very little assistance. After the transfer to the present handsome and commodious premises the organization was gradually completed, and at present consists of a lady superintendent, a chaplain and lecturer, three governesses, with drawing and music masters: very large and convenient schools in a parish, unfortunately at some distance from the Close, are used for practice in the art of teaching, under the superintendence of competent teachers. I regret to add that, as I reported

last year, a small model school on the premises has been given up, on what I have always regarded as insufficient grounds. Considerable changes have been made of late in the staff of officers; Mrs. Duncan retired about two years ago; the Rev. E. Collard has lately been presented with a living by the dean and chapter in recognition of long and valuable services; the head governess who had assisted Mrs. Duncan many years is married; but the present officers have every qualification which is requisite for efficient maintenance of the system, and are imbued with the principles which have impressed so strong a stamp upon the institution. The organization remains unchanged.

It may have appeared for a time doubtful whether a high degree of proficiency in the course of studies generally adopted was compatible with the thorough domestic and industrial training. The managers judged, and in my opinion judged rightly, that whatever might be the result upon the examinations, the personal habits of the students, simplicity in manners and dress, were paramount objects; but it has been satisfactorily proved that with an able and sufficient staff of officers both objects could be secured completely; certainly no change for the worse is observable in the habits of the students, while their progress and attainments as tested by examination will bear comparison with any institution.

RIPON.

This training college was formerly at York, where it was conducted with great energy and practical ability for many years, with Miss Cruse as superintendent and head governess. The premises there were inconvenient and the institution was but imperfectly organized. In 1863 it was transferred to Ripon, under the same general management, but with a new staff of teachers and officers. The building is very good, and the site healthy and convenient, at a short distance from the city and from the palace of the bishop. It supplies accommodation for 58 students. It is quite full.

The practising school is at some distance from the college. It is much improved, and is conducted with ability by a well trained mistress, who superintends the students in training. The lessons generally indicate good sense and practical skill in teaching.

The organization of the college is moderately satisfactory. The teaching power ought to be increased. There is every reason to believe that in course of time this institution will supply the large and important diocese in which it is situate with good schoolmistresses.

TRURO.

This institution is precisely in the same condition as that described in last year's report. I found 24 students in residence last October, with the same officers; the Rev. Orlando Manley, chaplain; Miss Taylor, superintendent; Miss Wilkinson and Miss Spooner, governesses; Miss Muneton, mistress of the practising school; and teachers of music and drawing.

The governesses are thoroughly efficient, and the marks given to the students for the most important subjects at the last examination are very satisfactory. I am satisfied that this institution is well calculated to supply the wants of the diocese. The tone is very good; the students are painstaking and practical teachers.

The practising schools are much improved, and are now in a satisfactory condition.

WARRINGTON.

I have no change to record in this institution. I visited it last summer with the Rev. Nevill Gream. We found it quite full of Queen's scholars; 95 were presented at the last examination. The staff consisted of the Rev. H. C. Stubbs, principal and chaplain; Mr. Baker, lecturer on school management, arithmetic, and geography, and superintendent of the professional training; Mrs. Baker, head governess and general superintendent; four certificated governesses, Misses Goddard, Leicester, Kewby, and M'Lellan; two mistresses in the girls' and infants' practising schools. The staff is complete and thoroughly efficient, indeed the attainments and qualifications of these officers, especially of the principal and superintendents, are of a very high order, and the remarkable success of the students at the annual examinations and in the schools to which they have been appointed must be attributed mainly to their influence and exertions.

I repeat in this my last report the opinion which I expressed last year; it is no more than is due to the managers and officers. In no institution are the manners and appearance of the students more indicative of a right sense of the position which they will have to occupy and of the duties which they will have to fulfil.

I repeat also the opinion then expressed, that a larger expenditure for the improvement of domestic arrangements and of the practising schools is desirable and ought to be insisted upon as a condition of the continuance of the large grants which for many years have been made by your Lordships. Formerly those grants actually exceeded the expenditure by a considerable amount, which ought to have been expended upon the kitchen, laundry, outhouses, and schools. I take some blame to myself, not indeed for neglecting this point, since I have called attention to it in every report, but for not urging it more peremptorily in my conferences with the managers and in my communications with the office.

WHITELANDS.

No change has taken place in this institution for some years. There are 110 students in residence, all Queen's scholars. The staff consists of Mrs. Harris, lady superintendent; the Rev. H. Baber, chaplain and secretary; Rev. E. Worlledge, lecturer and teacher of method; three governesses, Miss Gillott, Miss Bailey, and Miss Stanley; mistresses of practising and model schools; teachers of music and drawing. The organization is complete and thoroughly efficient.

During many years the work of this institution has been carried on with uniform success. The results of the Christmas examinations have been so remarkably good that they have been attributed to the circumstance that a larger proportion of first-class Queen's scholars enter the institution than any other. This, however, does not appear to be really the case, nor have I observed any marked difference between the first-year students here and elsewhere. The careful training and the great ability of the teachers have been the principal if not the only causes of the success of the candidates.

The condition of the practising and model schools has been generally satisfactory for some years, more so of late than formerly. I am, however, of opinion that more time might be advantageously devoted to this all important department, and that one officer should be exclusively charged with the duty of superintending the schools and the students while engaged in teaching.

The health of the students is stated to be remarkably good; the opportunities for exercise and recreation are of course less than in provincial training colleges, but regular hours, a good dietary, well ventilated apartments, and watchful superintendence secure the health of the inmates. I cannot but regret that persons who ought to be well informed reiterate statements touching the pressure upon the physical powers of the students which have been shown to be incorrect. The statistics of this institution, as of all the training colleges, prove that the health and strength of the students are very far above the average.

Great pains have been taken to ascertain the result of training in the case of former students. They are almost uniformly satisfactory. A very large proportion of mistresses now employed receive unqualified testimonials from their superiors. It may be hoped that no statements derogatory to the work of this institution will henceforth be published on the authority of persons in responsible position without reference to the detailed accounts which are collected by the secretary of Whitelands.

There is no reason to apprehend any failure of candidates for admission or of places for mistresses. The supply of the former is not so abundant as formerly, but quite sufficient to fill the institution.

REPORT, *for the Year* 1864, *by Her Majesty's Inspector*, MATTHEW ARNOLD, Esq., *on the* NORMAL SCHOOLS *of the* BRITISH AND FOREIGN SCHOOL SOCIETY *in the* BOROUGH ROAD, SOUTHWARK, *for* SCHOOLMASTERS, *and at* STOCKWELL *for* SCHOOLMISTRESSES.

MY LORDS, January 1865.

IN company with my colleague, Mr. Waddington, I visited, in the week beginning on the 6th of November last, the training colleges of the British and Foreign School Society in the Borough Road and at Stockwell.

Three years have passed since I last visited these training colleges. The principal change which has during this time happened in them is undoubtedly the loss, in the Borough Road Training College, of Mr. Fitch, lately the able and efficient principal there, and now one of my colleagues in the inspection of schools under your Lordships' minutes. This change, however, was noticed by Mr. Bowstead in his report last year. The present principal is Mr. Curtis, formerly vice-principal, and the holder of one of your Lordships' lectureships. The vice-principal is Mr. Smith, formerly tutor, and also, like Mr. Curtis, the holder of a lectureship. The present tutor is Mr. Barkby, formerly assistant-tutor, and the present assistant-tutor is Mr. Haydon. We heard lessons given by all these gentlemen. Mr. Smith still, as before, has charge of the mathematical studies of the college; to direct these he is, by his aptitude and acquirements, specially qualified. He also teaches political economy. Mr. Haydon efficiently assists him in teaching arithmetic. Mr. Barkby teaches geography and composition; he has also charge of the instruction in music. I heard Mr. Barkby give a useful and interesting lecture in geography; of his skill as a teacher of music I am, unfortunately, no judge, but my colleague, Mr. Waddington, assures me that the music is well taught, and that the singing of the students is exceedingly good. Mr. Saunders has charge of the instruction in Scripture; it could not be committed to a better person, and his influence in the training college is in all respects excellent. The writing of the students is also under Mr. Saunders's care; the neatness and finish of the writing in this training college, as of the work in general, is eminent: still, let me say that the handwriting is a little too pointed and fine for my taste, and seems to me gradually becoming more so. It is, however, almost ungracious to complain at all of writing which has to so

high a degree the excellent quality of care and neatness, which to the writing of some training colleges is so sadly lacking. I spoke lately of the offences of the Scotch training colleges in this respect; in reading the examination papers this Christmas I find that in some of the Scotch colleges the handwriting has much improved. I will particularly mention the Glasgow College of the Established Church of Scotland; in others it is still as bad as bad can be, and to read long papers written in it is a real penance.

Mr. Waddington and I found 95 students in residence at the Borough Road Training School, 50 of the first year, 45 of the second. There are at this moment 48 students who have returned after the recent Christmas examination to begin a second year's residence; and of the candidates for admission who passed their examination, 35 have been received, and are beginning their first year's residence. This makes a total of 83 students now in residence; provision is made for 100, and the reason why this number is not more nearly reached is undoubtedly to be found in the uneasiness at present prevailing as to the prospects both of schoolmasters and training colleges.

At Stockwell we found 98 students in residence. Since the recent examination there are 101. Here there are still plenty of candidates for admission; all who passed could not be received. So far fewer employments are open to women than to men, and the position of a pupil-teacher seems, to many young women, on the whole so good a prospect, that any temporary discouragement, such as is now reducing the number of boys and young men offering themselves as pupil-teachers and students, fails to operate in like manner upon girls and young women.

Miss Scott is still the principal teacher here. The other teachers I see in this training college for the first time, but I have been acquainted with them all elsewhere. Miss Boulton is an old London pupil-teacher of mine; now, as formerly, she shows much ability; the reading, geography, and music are under her care; and here, as at the Borough Road College, Mr. Waddington pronounces the singing and music exceedingly good. Miss Steele, formerly mistress of a London school of mine, teaches sewing, domestic economy, and arithmetic; with the clearness and precision of her arithmetic lesson, both Mr. Waddington and I were much struck. Miss Fish comes from one of the best girls' schools I have ever known, the British school for girls in Leicester; she gives instruction in drawing and in the English lan-

guage and grammar; her lesson in this latter subject seemed to me a little too ambitious. I see, however, that the Stockwell second year students have at the recent examination done remarkably well in it; the first year students, on the other hand, not well. Perhaps the character which I have just noticed in her teaching may in some degree account for this.

History and school-management are Miss Scott's subjects. Both the first and second year students have been most successful in their school-management papers, and after the specimen we saw of Miss Scott's way of teaching this somewhat uninviting and vague subject, I do not wonder at it. Her lecture was practical, judicious, and serviceable to the highest degree; one listened to it from one end to the other with unflagging interest and entertainment. This same practical character we remarked also in the lessons of Mr. Curtis, the principal of the Borough Road College; his history lessons were lessons (as they should be) more than lectures, full of stringent questioning, and closely addressed to the pupil. His criticism lesson, in the same way, was eminently plain, direct, and practical.

This practical character, and this method of close question and answer, are too much absent from an important exercise which the second year students have to perform before the inspector,—the exercise in teaching. I call this exercise important because the student's power of teaching is in itself, no doubt, very important, and because this exercise counts for a good deal in his examination; but as a means of enabling the inspector really to test the student's power of teaching, it more and more, every year that I witness it, seems to me unsatisfactory. The fault of our elementary schools in general is that the teacher tells the pupil too much, instead of forcing him to learn, and simply ascertaining whether he has learnt; this fault the exercise in teaching, as now performed by the students, seems to me just calculated to perpetuate. To a class of some 30 children, with whom they have very little acquaintance, they have to give a set public lesson on some subject or other for 20 minutes; a sketch of this lesson is prepared beforehand and given to the inspector. I have several such sketches now before me: a sketch of a lesson on the *Hand*, a sketch of a lesson on the *Isle of Wight*, a sketch of a lesson on the *Crocodile*, on the *Honey Bee*, on the *Cause of Day and Night*; inevitably the lesson becomes a means of showing the student's own knowledge of his subject and power of arranging it, rather than his faculty of teaching;

of this, with a class of children before him who do not profess to have learnt the lesson beforehand, who cannot, therefore, be examined in it, who cannot, certainly, be *taught* it in 20 minutes, and who are wearied and bewildered by being made the apparent object of a number of these performances one after another, it is really scarcely any test at all. The inspector would learn far more of a student's power of teaching by seeing him give to a single pupil a reading lesson of five minutes, or by watching him hear half a dozen pupils say a lesson which they had learnt than by witnessing this much more pretentious performance. It is well, no doubt, that their Lordships should in every possible way mark their sense of the great importance of the student's learning to teach; and perhaps the teaching lesson is even now important as marking this; but as enabling the inspector to judge what it professes to enable him to judge, it seems to me very unsatisfactory, and I never witness it without wishing for some change.

As to the buildings and household arrangements of the Borough Road and Stockwell Colleges, there is, since last year's report, no change which calls for notice. Immediately after my inspection I called attention to an apparent defect of drainage, causing great inconvenience to the occupants of the teachers' sitting room at Stockwell; I do not doubt that this has been remedied.

I have the honour to be, &c.

MATTHEW ARNOLD.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1864, *by Her Majesty's Inspector* J. BOWSTEAD, Esq., M.A., *on the* WESLEYAN NORMAL SCHOOL, WESTMINSTER.

MY LORDS, January 1865.

IN the course of the past autumn I was instructed to inspect the Wesleyan Normal School at Westminster, and in the discharge of that duty I had the valuable assistance of my colleague, Mr. Brodie.

Students. We found 126 students in residence, of whom 68 were males and 58 females. Of the males, 35 were students of the first year, and 33 of the second. Of the females, 31 were in their first year of training, 26 in their second year, and one was merely preparing to pass the examination prescribed for admission. The whole of these were boarded on the premises, and most of them lodged there also. The only real exception to this was in the case of about a dozen female students, who went out to sleep in a pleasant and airy house in Vincent Square, which is rented for that purpose, and is so near to the Normal School as to be reached in a walk of five minutes. There are, indeed, two other small houses used for the same purpose, but one of them is actually a part of the school premises, having been built for an officer's residence; while the other adjoins those premises, and is entered by a direct communication without going into the street.

Premises. We made a careful survey of the whole premises, including the houses used for dormitories. We found them clean, wholesome, in good condition, and sufficient for the accommodation of the students and attendants. The enlargements of the lecture-hall and dining-room, mentioned by Dr. Morell in last year's report, are valuable additions to the original building.

Staff. The officers and teachers engaged in this institution have undergone scarcely any material change for several years past. They form a most complete and effective staff. I doubt, indeed, whether any training school in England has been more liberally and efficiently provided in this respect. It is only to be feared that the number of students may not continue large enough to justify the retention of so large a body of well qualified officers.

Christmas Examination. In addition to the inspection of the training school in the autumn, it was our duty to conduct the examinations for certificates and for admission, which are annually held just before Christmas. Mr. Brodie was prevented by ill-

ness from assisting me in the discharge of this duty, but I had the kind and efficient co-operation of another colleague, Mr. Oakeley. The results of these examinations will be recorded, in conjunction with similar results in other normal schools, in an Appendix to the General Report of the Education Department, and it would be useless to give the whole of the details here. But it seems desirable to add one or two remarks.

For Certificates. The examination for certificates was decidedly less successful than usual, though no student actually failed. For example, no single male student of the first year was placed in the first division, and five only out of 33 obtained that distinction at the close of their second year. This last result, however, was considerably in excess of the average for all the normal schools together, though below what has been usual in this institution in former years. In the female department, two students of the first year were placed in the first division, three in the second, and 26 in the third, while of the second year students, six were in the first division, 13 in the second, and seven in the third. Thus it appears that in both departments the second year students passed a better examination than those of the first year, and it may be important to inquire how this result was brought about.

First year; Males. In the male department, the most conspicuous failure of the first year students was in school management. Not one of them obtained a mark of *good* or *excellent* in that subject, and only 15·15 per cent. of them obtained the mark *fair*, whereas in the previous year 97·43 per cent. of them were marked either *excellent*, *good*, or *fair*. In penmanship again, only 51·51 per cent. gained one of the marks *excellent*, *good*, or *fair*, although every single candidate had obtained one of those marks in 1863.

First year; Females. On the other hand, the deficiencies of the female students of the first year were spread over history, grammar, composition, and arithmetic, in which subjects the per-centages of those who obtained one of the marks *excellent*, *good*, or *fair*, were as follows for the last two years, viz.:—

	1864.	1863.
History - - -	19·35	22·22
Grammar - - -	25·80	97·22
Composition - -	29·03	77·77
Arithmetic - - -	32·26	86·11
Average for these four subjects - - -	26·60	70·83

Pupil-teachers falling off.

It is a somewhat common opinion that pupil-teachers, as a body, are falling off in diligence and ability, that boys and girls of the best class in each school no longer seek the office, and that the best of those who become pupil-teachers do not proceed to the training schools. It is not easy to verify such a statement with any approach to accuracy, but it must be admitted to receive some confirmation from the figures given above: for I do not hesitate to express my confident belief that the inferior results obtained in this year as compared with former years are due, as a rule, not to diminished zeal on the part of the tutors, but to the inferiority of the material which those tutors had to work upon. I had been told, indeed, repeatedly, that the students in our normal schools, viewed simply in regard to their acquirements on admission, were deteriorating of late from year to year, but it is only since the last examination that I have been fully persuaded of the correctness of this representation.

Examination for admission.

The examination for admission was chiefly remarkable for the comparatively small number of candidates who presented themselves; and the falling off was principally in the male department. There were 75 candidates for admission to this institution, and of these, 40 were girls and only 35 boys. In former years the numbers (I believe) have sometimes been as high as 80 boys and 50 girls. One result of this state of things will be that every candidate who manages to pass the examination, with however slight a margin, and against whom no moral objection can be sustained, must be admitted into the institution; and in this manner it can hardly fail to happen that the educational level of the whole will be further reduced. The most important consequence, however, will probably be that the supply of teachers will become inadequate to the wants of the Wesleyan body, the number of whose day schools is steadily increasing. Every available certificated Wesleyan teacher is understood to be engaged in school-work at present, and unless a sufficient number of young persons can be induced to enter upon a course of training for the work, the promoters of schools will be discouraged from proceeding with their undertakings.

Terms of admission.

To obviate these apprehended evils, the Education Committee of the Wesleyan Conference has decided to admit students to the Normal college on the most liberal terms, whilst it takes care to give special encouragement to those who display superior abilities. Such candidates as gain a position in the first class on examination for admission are

taken gratis, those who are placed in the second class pay two guineas each for the two years' training; and no others are admitted on any terms. These payments are not such as to mitigate to any material extent the loss to the funds of the institution which is expected to result from the Minute of 21 March 1863, and which must undoubtedly be very considerable. It was said, indeed, in the Report of the Wesleyan Committee of Education for 1863, that "if this "Minute had come into complete force at once, the loss for "the year 1864 would have been nearly 2,000*l*. But it is "hoped that this amount may at least be lessened when "the five years have expired, and the committee have had "time to adapt the management of the Normal institution "to the scheme of the recent Minute."

But whatever loss may be occasioned by the late regulations, there seems to be no danger that the efforts of the Wesleyan body to promote education will be discontinued or even diminished. The address of the Rev. John Scott, the principal of this institution, delivered to the students at the beginning of last year, leaves no room for doubt upon this subject. He represents his co-religionists as being determined, not only to maintain their schools, but to maintain to its full extent all the teaching that has heretofore been given in them. "What may satisfy a Govern-"ment examination under the New Code," says he, "will "not satisfy us. We have had from the first our own "standard of education; we have been working to that "standard, and by that standard the managers judge of "our schools and their teachers. Most certainly, as far as "I know, we have not made it lower than it was; we see "good reason to keep it up, and raise rather than reduce "it. No subject, therefore, on which our schools gave "instruction before the change is omitted now." And further on he adds:—"Some people seem wonderfully "afraid that the children of the poor should receive too "good an education; they appear jealous lest the humbler "should obtrude into the ranks of the superior classes. As "we have often declared, our community has no such fears. "..... We regard it as our vocation to improve "the masses, and true, I hope, to our calling, we set no "limit to that improvement, but rejoice to see it carried "to the utmost possible extent."

I am much mistaken if these words do not breathe the true educational spirit. It is, at all events, the spirit in which this institution has been carried on—the spirit which has already enabled it to surmount many difficulties and

to achieve a large amount of success, and which may, I trust, support it for many years to come as one of the most efficient instruments of its kind for elevating the working classes of this country.

I have the honour to be, &c.

J. BOWSTEAD.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1864, *by Her Majesty's Inspector*, W. SCOLTOCK, ESQ., M.A., *on the* NORMAL SCHOOL *at* BANGOR.

MY LORDS, January 1865.

IN company with my colleague Mr. Fearon, I visited, in the week beginning 19th September last, the Bangor Normal College.

I beg leave to give the results of the examinations for certificates and Queen's scholarships, which were held in December 1862.

Eight students of the second year sat for certificates, three of whom gained a third class, four were placed in the fourth class, and one failed.

Thirty students of the first year sat for certificates, three of whom gained a first class, six were placed in the second class, fifteen in the third class, two in the fourth class, and four failed.

Fifteen candidates sat for admission and passed; four of these were placed in the first class, and eleven in the second class. Of these,—

13 had been pupil-teachers.
2 had not thus been trained.

The number present at the date of my visit was 30:—

9 students of the second year.
1 classed in the 4th division.
14 admitted under Article 103.
6 paying students.

I have appended a list containing the names of the students who passed in December 1863, together with the schools to which they have been appointed, and also a list of the students in residence, with other particulars,—A.

I regret to state that only 9 students remained for a second year's course of study.

Appendix B. contains a list of the marks gained by the students at Bangor, at three examinations.

I am extremely glad to find that there has been so marked an improvement in reading and recitation: in Euclid also the students of the first and second years passed a much better examination than on other occasions. The marks gained by the students of the second year for economy, did great credit to themselves and their teacher; for the subject was new to them, and it embraces a wide field. Let me hope that the success in the subjects above named may encourage

the students to still greater exertions, and that by steady industry and care they may so raise the reputation of Bangor Normal College that the institution may rank in all respects among the first.

Since last year there has been a change in the teachers at the training college; Mr. John Thomas has taken the place of Mr. Hugh Jones: and as Mr. Thomas resides within the college the students come under his immediate supervision.

It seems to me that the committee have acted wisely in securing the services of a tutor who resides in the same part of the building with the students, for the discipline is thus greatly improved, and order enforced. Great praise is due to the matron for the domestic arrangements, for the dietary is not only sufficient, but extremely good. The following letter from the medical officer of the college shows that the health of the students is well cared for :—

SIR, Bangor, September 21st, 1864.

THE general health of the students at the Bangor Normal College has been exceedingly good during the past twelve months.

During the last quarter of 1863 there was one case of inflamed sore throat, and one of bronchitis.

In the first quarter of 1864 there were five cases of more or less acute bronchitis, and one of diarrhœa.

From that time up to the end of August there were two cases of inflamed sore throat, and two of bronchitis. This has been the whole amount of illness during the twelve months.

None of the cases have been serious or of long duration, but all yielded to treatment.

I am, &c.

HENRY ELLIS,

To W. Scoltock, Esq. . Medical Officer to the College.

PRACTISING SCHOOL.

Since my visit to the practising school in 1863 there has been a change of teachers; Mr. Edmunds, who had been master of the Garth British school for many years, and under whose care the school had been well attended, resigned on account of ill health. The place was offered by the Committee to Mr Hugh Jones, and accepted by him.

Mr. Hugh Jones had been vice-principal of the normal school, and therefore well aquainted with the working of the training institution, and he also had acquired great experience as teacher of an elementary school. Mr. Hugh Jones acts as master of method. Each student attends the practising school for one fortnight in each half year.

A change has been made since last inspection, for the students only attended one day per week during the second half of the year. At the beginning of 1864 three students went down together to the practising school for a week, but

after the Midsummer holidays the present plan was adopted. Each student has charge of the same division for one week; he is then set over another division: at the end of each week the work done by the class is tested by an examination of the scholars.

Criticism lessons are given every Tuesday by two students of the second year, and on Thursday by two students of the first year. These lessons are criticised by the students, and by the vice-principal.

A very great improvement has been effected by the students being compelled to spend more time in the practising schools, and I have no doubt that they will, in consequence, become better fitted to take charge of elementary schools. I would, however, respectfully venture to suggest that a second master should be engaged for the practising schools. The staff in the boy's school consists of Mr. Hugh Jones and three pupil-teachers; the scholars are numerous, and require constant attention, the pupil-teachers need looking after, and the students from the normal school ought to be duly cared for. The charge appears too great for one master, by engaging a second certificated teacher the committee would leave the head master free to give model lessons in the presence of the students.

The following is a copy of the declaration which the students have to sign on entering the training college.

SIR,

"IN entering the above institution, I hereby engage to remain "under training for two years, and at the end thereof to take charge "of an elementary school, and continue in the same until after a second "Government inspection.

"In the event of my not remaining in charge of an elementary school "as aforesaid, namely, until it has been inspected by Her Majesty's "Inspector the second time, I also engage to repay you, for the Com- "mittee of this college, the cost of my maintenance and education.

I have, &c.

To the Rev. J. Phillips, Principal,
Bangor Normal College.

The terms of admission are as follows:—those students who pass the examination under Revised Code, 103, pay an entrance fee of 3*l.*; those who are admitted without having passed such an examination, pay 16*l.* 10*s.* per annum.

In a former report I alluded to the want of a day room for the students, and at the interview which my colleague Mr. Fearon and I had with some of the members of the committee of the normal college, the subject was again touched upon. On the part of my colleague and myself, I beg to offer my best thanks to the members of the committee who did us the honour of meeting us, and also for

the courtesy with which they received any suggestions we ventured to make.

I have the honour to be, &c.

WILLIAM SCOLTOCK.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX A.

SECOND YEAR STUDENTS examined at Christmas 1863.

Name.	Whether Pupil-teacher.	1st Year Certificate.	2nd Year Certificate.	Came from	Appointed to
Davies, Thomas	No	3	Failed	Tredegar	Ystrad-gynlais.
Evans, J. T.	"	3	4	Holyhead	Pwllheli.
Jones, J. B.	Yes	2	4	Dyffryn	Nant-Peris.
Morgan, W. O.	No	3	4	Penllwyn	Trevine.
Owen, Humphrey	Yes	2	3	Llandeiniolen	Pentraeth.
Parry, J. H.	"	3	4	Dinorwic	Llwyn-y-groes.
Pritchard, H.	"	2	3	Llandeiniolen	Cemaes.
Williams, G.	"	3	3	Llanllechid	Llanderfel.

FIRST YEAR STUDENTS examined at Christmas 1863, and in Residence in 1864.

Name.	Whether Pupil-teacher.	Certificate of 1st Year.	Scholarship.	Came from
Cadwaladr, John	Yes	3	2	Festiniog.
Houlson, A.	"	3	1	Dowlais.
Jones, Daniel	No	3	2	Tan-y-groes.
Jones, David	Yes	3	2	Newtown.
Matthews, John	"	2	2	Holyhead.
Parry, William	"	2	1	Bethesda.
Pope, John	"	1	1	Dowlais.
Thomas, John	"	3	1	Blaina.
Williams, Hugh	No	3	2	Caerhun.

FIRST YEAR STUDENTS examined at Christmas 1863, who left.

Name.	Whether Pupil-teacher.	Scholarship.	Certificate.	Where from.	Appointed to
Bush, James	Yes	1	1	Caermarthen	In residence at Cheltenham.
Daniel, John	"	2	3	Brynmawr	Trefgarn.
Edwards, David	"	1	2	Pembroke-Dock	Ffald-y-brenin.
Ellis, Owen	No	2	3	Porthmadoc	Roewen.
Evans, Joshua	Yes	1	2	Beaufort	Wainarlwyd.
Griffiths, Owen	"	—	3	Llanrhuddlad	Llanrug.
Jeffreys, Thomas	"	2	3	Ebbw vale	Gavilon.
Jones, D. A.	"	1	3	Ebbw vale	Birchgrove.
Jones, Edward	No	1	3	Llanuwchlyn	Talgarth.
Jones, John A.	"	—	Failed	Bethesda	Rhualit.
Jones, John C.	"	2	3	Aberaeron	Borth.
Lewis, Richard	Yes	1	3	Dowlais	Bethlehem.
M'Killican, Robert	"	2	Failed	Liverpool	Not a teacher.
Morris, Richard	"	2	2	Llangerniew	Strata Florida.
Price, J. W.	No	—	Failed	Aberdare	Not a teacher.
Scourfield, B. A.	"	2	3	Henllan	Llanelly.
Short, Edward	Yes	1	2	Dowlais	Llangadoc.
Thomas, William	"	1	1	Llangerniew	Gwendraeth.
Williams, John	"	2	4	Bethesda	Dead.
Williams, William	No	—	Failed	Bethesda	Bethel.

FIRST YEAR CLASS for 1864.

No.	Names.	Whether Pupil-teacher.	No. of the Class for Admission.	Came from
1	Barnes, J. F.	Yes	2	Pembroke Dock.
2	Constantine, J. A.	„	2	Clitheroe.
3	Davies, John	„	1	Brynmawr.
4	Evans, Rees	No	2	Llandovery.
5	Facer, William	Yes	2	Dunstable.
6	Griffiths, J. E.	„	—	Llanberis.
7	Kay, James	No	2	Manchester.
8	Lloyd, Henry	Yes	1	Caermarthen.
9	Perkins, Tom	„	2	Bath.
10	Phillips, J. H.	„	2	Victoria.
11	Rees, John	„	2	Felin-voel.
12	Richards, Thomas	„	2	Aberdare.
13	Thompson, R.	„	2	Blaina.
14	Williams, A.	„	2	Bangor.
15	Williams, J. L.	„	1	Llanelly.
16	Williams, Thos.	„	1	Aberdare.
17	Jones, J. D.	„	Schedule	Rhos-Ruabon.

APPENDIX B.

——	1862.	1863.	1864.
Grammar	92·00	61·69	62·50
Geography	96·00	56·66	75·00
Arithmetic	44·00	36·66	37·50
School Management	68·00	66·66	6·25
Penmanship	96·00	86·66	37·50
Reading	64·00	36·66	81·25
Euclid	76·00	73·33	93·75
Algebra	16·00	None under Rev. C.	——
History	20·00	33·33	25·00
Spelling	100·00	90·00	87·50
Music	21·74	37·93	81·25
Composition	—	33·33	43·75
Economy	—	50·00	25·00
Mental Arithmetic	—	20·00	43·75

——	1863.	1864.
Mental Arithmetic	25·00	66·66
Arithmetic	12·50	66·66
Grammar	44·73	77·77
Composition	12·50	11·11
School Management	62·50	44·44
Reading	37·50	88·88
Spelling	100·00	77·77
Penmanship	87·00	55·55
History	87·50	88·88
Geography	37·50	33·33
Euclid	12·50	66·66
Music	37·50	77·77
Teaching	50·0	55·55
Economy	—	100·00

REPORT, *for the Year* 1864, *by Her Majesty's Inspector*, SCOTT NASMYTH STOKES, Esq., *on the* ROMAN CATHOLIC NORMAL SCHOOLS *for* SCHOOLMASTERS *and* SCHOOLMISTRESSES.

MY LORDS,

THE annual inspection of the Roman Catholic Training Schools was held in September 1864. At Hammersmith, which is the training school for masters, Mr. Renouf was associated with me in the inspection, and at Liverpool, which trains schoolmistresses, I had the assistance of Mr. Lynch.

We found, in residence, 33 students at Hammersmith, and 67 students at Liverpool.

	Second Year.	First Year.
September 1864.—Male students at Hammersmith -	25	8
,, Female students at Liverpool - -	37	30

In both colleges the students of the second year formed larger classes than those newly admitted after the examination of Christmas 1863. Among the female students the difference in number was attributed to causes purely accidental, but at Hammersmith, in a reduced number of candidates for admission, more than half failed to pass the last preliminary examination. This falling off is serious in reference to the financial prospects of the college, and even more disastrous to the interests of schools, which rely upon it for a supply of trained masters. Should there be no case of failure in health, conduct, or capacity during 1865, still, at the best, no more than eight trained masters will be ready for service in January 1866.

We heard all the students read and recite, and we listened to trial lessons given by each of the students in the second year of residence. Our estimate of the value of these exercises has been reported in detail to your Lordships.

The staff of the colleges is returned as follows :—

——	Hammersmith.	Liverpool.
Principal - -	Rev. J. B. Rowe - -	Miss H. Sneessens.
Vice-Principal - -	Rev. T. Graham - -	Miss Lescher.
Lecturers and governesses - -	Rev. E. G. Bagshawe -	Miss Wallis.
	R. Walker, Esq. - -	Miss Hartigan.
	Mr. C. Regan - -	Miss Lomax.
	Mr. B. Lückerath -	Miss Grainger.
	——	Miss Drake.
Teacher of practising school.	Mr. J. Henry - -	Miss Pottinger and Miss Coller.
Drill-serjeant - -	Mr. Austen - -	——
Matron - - -	——	Miss Lammens.

The hours devoted in one week to the several subjects of study, and the names of the officers teaching them, are returned below.

——	Hammersmith, Hours per Week.		Lecturers.	Liverpool, Hours per Week.		Governesses.
	1st Year.	2nd Year.		1st Year.	2nd Year.	
Religious knowledge.	4	4	Rev. T. Graham and Rev. E. Bagshawe.	8½	6½	Miss Lescher and Miss Hartigan.
School management.	2	2	Mr. Lückerath -	1½	11½	Miss Lescher.
Arithmetic - -	3	3	Mr. Graham and Mr. Lückerath.	4½	5	Miss Lescher, Miss Grainger, and Miss Lomax.
Grammar - -	2	2	Mr. Walker - -	4½	4½	Miss Lescher.
History - - -	2	2	Mr. Regan - -	3½	3½	Miss Hartigan and Miss Grainger.
Geography - -	2	2	Mr. Regan - -	2½	3	Miss Lomax.
Reading - -	3	3	Mr. Graham and Mr. Walker.	3½	1	Miss Wallis and Miss Drake.
Writing - - -	2	2	Mr. Lückerath -	3	2	Miss Lomax and Miss Drake.
Drawing - -	1½	1½	Mr. Lückerath -	2½	1½	Miss Drake.
Music - - -	2½	2½	Mr. Lückerath -	1½	2½	Miss Tilbury.
Economy - -	2	2	Mr. Graham -	2½	2½	Miss Pottinger.
Euclid - - -	2	2	Mr. Regan.	—	—	——
Sewing - - -	—	—	——	4	3½	Miss Wallis.
Examination - -	3½	3½	——	2½	2½	——
Private study -	26	26	——	9	6½	——

At Hammersmith every student writes one essay in the week, and every student of the second year spends half a day three times a week in the practising school.

At Liverpool, from January to July, students of the first year spend 6¼ hours every week in the kitchen and laundry.

The exact number of days, including half-days, on which the work of the time table was suspended by continuous vacations or other holidays during the year 1863, is returned at 109 days in the case of Hammersmith, and 96 days in Liverpool. Last year returns of the same kind stated that, in the course of 1862, the work of the time table had been suspended for 72 days at Hammersmith, and 85 days at Liverpool. A considerable addition would thus appear to have been made to the holidays at Hammersmith.

The success achieved by students in the examinations of 1863 and 1864 may be gathered from the annexed tables :—

—	Hammersmith.		Liverpool.	
	1863.	1864.	1863.	1864.
Number of students examined in the subjects of the second year - - - -	34	21	27	37
Number of students examined in the subjects of the first year - - - -	28	12	42	30

Number of students who after examination were classed in,—

—	Hammersmith.				Liverpool.			
	1863.		1864.		1863.		1864.	
	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.
The first division -	0	4	4	0	14	5	15	3
„ second „ -	9	7	5	4	12	26	15	1
„ third „ -	22	12	7	8	1	11	7	24
„ fourth „ -	3	3	2	0	0	0	0	2
Failures - - -	0	2	3	0	0	0	0	0
Obtained drawing certificates.	1	0	1	0	2	0	1	0
Obtained drawing prizes.	26	18	3	4	9	2	6	1
Passed in at least one drawing exercise.	0	1	14	7	9	1	7	5

Per-centage of papers marked excellent, good, or fair, in the different subjects of examination.

	Hammersmith.				Liverpool.			
	1863.		1864.		1863.		1864,	
	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.
School management.	82·35	100·00	76·19	100·00	100·00	85·71	94·59	93·33
Arithmetic	29·41	57·14	42·86	41·66	96·29	83·33	83·78	50·0
„ mental	26·47	14·28	23·81	8·33	—	—	—	—
Grammar	43·09	46·69	23·81	83·33	100·00	88·09	100·0	26·66
Composition	64·70	10·71	42·86	91·66	100·00	95·23	100·0	3·33
History	70·59	10·71	76·19	25·00	88·88	75·46	86·48	66·66
Geography	44·12	39·29	9·52	16·66	58·01	45·23	51·35	83·83
Reading	94·11	89·28	85·71	75·00	100·00	92·85	100·0	96·66
Writing	100·00	89·29	90·48	83·33	100·00	95·23	100·0	93·33
Spelling	94·11	100·00	100·0	100·0	100·00	100·00	100·0	100·0
Music	13·33	53·57	88·88	41·66	38·46	32·50	51·35	35·00
Economy	26·47	32·14	71·42	33·33	88·88	100·00	97·30	96·66
Euclid	26·47	82·14	52·38	91·66	—	—	—	—
Sewing	—	—	—	—	100·00	78·57	94·59	83·33
Teaching	100·00	—	100·00	—	100·00	—	94·59	—

Both training schools at the latest examination achieved greater success with their second year students than with those of the first year. At Hammersmith the weak subjects of the first year students, appear to have been geography, history, and arithmetic. At Liverpool the marks for composition were extremely low, while the grammar and arithmetic appear to be less satisfactory than in former years.

The number of students proceeding from Hammersmith after 31st December 1863 is returned at 37, who on taking charge of schools obtained an average salary of 55*l.* per annum. This college has now, since 1854, trained 137 schoolmasters, of whom 98 are known to be acting as teachers of elementary schools in Great Britain.

The Liverpool College sent forth 32 students at the end of 1863, who were engaged at the average salary of 40*l.* Since 1856 it has trained 212 shoolmistresses, of whom 175 are teaching British primary schools.

In both colleges the rule is that students shall remain in residence for two years. In the second year special attention is devoted to practical preparation for the methodical efficient discharge of the duties they are about to undertake when placed in charge of schools.

At Hammersmith, as is represented to me, the 23 students of the second year are divided into four sets. Five students at a time are engaged in actual teaching, while

the sixth superintends the general discipline of the school, marks the registers, and conducts the changes of lessons. The students take this office in turn. Those engaged in teaching proceed regularly from class to class, and, as the classes of the practising school correspond with the standards of the Code, they have in the course of four weeks gone through all the six standards. Each student spends three half-days in every fortnight in the practising school. Before beginning to teach he prepares notes of lesson and hands them to the master of method, who listens to all the lessons, and afterwards criticises them. Every student keeps a set of registers.

An outline of the plans adopted in the Liverpool Training College for giving the students a practical knowledge of the art of teaching was incorporated with my report for 1862. Since that time some modifications to meet the requirements of the New Code have been introduced with a view to secure (*a*) instruction as adapted to the different standards; (*b*) tests of individual progress; (*c*) the accurate keeping of school registers.

(*a.*) The students are led to set the highest value on the exercise of all the methods which, combined with patient industry, will produce successful results in the examination of their future scholars. Two out of the three lessons prepared and practised for the examination in class-teaching before Her Majesty's inspector are required to be on the elementary subjects as adapted for the different standards. The students have the advantage at the beginning of their second year of being present at the annual inspection of one or other of the different elementary day and night schools connected with the college. They commence their own practice by teaching in the infants' schools, each student instructing a class in one subject during about three weeks. They are next intrusted with a class in the girls' schools preparing for the 1st or 2nd standard, and another subject is chosen for the lessons of the ensuing three weeks. After this they begin a definite course of preparation for the half-yearly trial examination of all the classes, according to the Code. Each student prepares from 20 to 30 children, being held responsible for their success in two out of the three subjects prescribed for the standard. The life and reality thus infused into the work produce a very beneficial effect. The students are stimulated to vie with one another in zeal for the progress of their respective classes, and are led to discover by actual trial and experience the plans most likely to ensure success.

(*b.*) Whenever the students change classes, the children are examined and their progress ascertained by the mistress of method. At Midsummer the examination of the classes is conducted, as far as is practicable, upon the same plan as the annual examinations under the Code. The students present the scholars who have attended a certain number of times under one of the standards; they prepare the schedules themselves, and act in every way as the mistress of a school would be expected to do. The examination is conducted by the mistress of method in the presence of the principal of the training college, and of the mistresses of the respective schools in which the students practise. The children who pass are marked on the schedule, and the results are made known to the students when all the classes have been examined. This plan is found to give the students a practical insight into the difficulties which they will have to meet hereafter; it shows them the disappointments which await them, from irregular attendance, or from their own want of power over the classes, and it accustoms them to details, the neglect of which often causes failure where it is least expected.

(*c.*) The importance of the returns which have to be furnished annually from the school register renders it necessary for students in training to acquaint themselves more practically than they have hitherto done with the mode of keeping those books accurately. Every second year student now provides herself with a set of registers, viz., admission-book, summary, and two class-rolls. Each student has assigned to her two classes in the practising school, and she calls the names and marks the attendance of her classes at the proper hour daily. On Saturday mornings the weekly averages are made out under the superintendence of the mistress of method and the teacher of the practising school, and at the end of every quarter the summaries are made out under the same supervision. Every student has also a small log-book in which she is expected to enter every day the record of the class lessons listened to or given. The students thus acquire the habit of making constant use of all these books, and they are prepared to keep, with neatness, precision, and accuracy, the same records in schools of their own.

Such are the skilful plans adopted in the Liverpool Training School for giving the students such a practical knowledge of the art of teaching as the regulations of the Code now require from masters and mistresses. I consider them well worthy of imitation at Hammersmith.

The altered mode of affording public aid to training schools has led to some changes in their rules. As no grant is now given for the training of any student who does not actually become a primary teacher, the first point was to confine admission to such as purposed to follow teaching as their future calling. Candidates for admission execute a declaration that they intend to become masters or mistresses in elementary schools, that they will remain for two years in the training college, and on leaving it will teach an inspected school for at least two years.

Reduction of Government grants to three-fourths of the outlay raised the question how the wanting fourth could be supplied. At Hammersmith it was deemed impracticable to exact a fee from the students. They continue to be admitted free, and, indeed, receive some pecuniary help towards their travelling expenses. Nor was any attempt made to obtain subscriptions specially for the college. The Poor School Committee will, as heretofore, meet the whole annual cost of the male training school beyond the sum derived from the parliamentary grant.

At Liverpool a fee of 5*l.* is paid by every student towards the cost of a two years' training. That this small sum is not beyond the means or the will of the class who seek the benefit of training may be inferred from the fact that, at Christmas 1864, 65 candidates attended the admission examination. That the students should contribute something towards the large outlay of which they reap the advantage, I consider an excellent provision, and the success of the experiment must be reckoned among the best proofs of the vitality of the training system. Students' fees are supplemented by the handsome subscription of 250*l.* per annum from a lady much interested in the education of the poor. Whatever may be further required, the Poor School Committee undertakes to supply.

The proposal of the Committee of Council to contribute not more than a certain proportion of the outlay of training schools rendered it imperative that the total outlay should be ascertained exactly, and that a uniform system of book-keeping should be strictly adhered to. At Hammersmith change in this respect was less necessary, since the grant to that institution has never yet reached the proportion of cost which your Lordships are still willing that the public purse should pay. But at Liverpool, where well nigh the whole income had been derived from grants, alterations had to be made. There had been, I may say, no board of management. This need has been supplied by the formation

of the Liverpool Training School Committee, of which the members are Colonel Towneley of Towneley, Thomas Weld Blundell, Esq., of Ince Blundell, the Rev. Thomas Cookson of Fernyhalgh, and the Rev. Robert Chapman of Birkenhead. These gentlemen at once looked into the expenses of the training school, and they made financial arrangements with the Principal, which have secured your Lordships' assent. They considered further that their accounts should be periodically examined by some independent person of experience in book-keeping, and they procured the aid of Henry Sharples, Esq., J.P., who will act as auditor. Thus has been happily constituted a small body of influential persons to whom the Committee of Council can look as responsible for the state of the Liverpool Training School.

At the last inspection the local sub-committee was represented by the Rev. T. Cookson and the Rev. R. Chapman; while at Hammersmith Lord Petre and the Rev. James O'Neal, auditors of the Poor School Committee, were good enough to attend and to confer with us upon the condition and prospects of the training school.

Both the normal schools which I visit are conducted with the single aim of providing elementary schools with qualified teachers. Upon this work, as a foundation, the success of primary schools generally depends. The efficiency of the methods adopted in training schoolmistresses has been established by experience. Candidates flock to the college, and every trained student obtains an engagement as schoolmistress before she completes her second year. But the male training school has encountered many obstacles and suffered not a few reverses; and in the belief that its maintenance and success are of moment to the education of children who more than any class in the kingdom need education, I desire to review its history and present position.

Originally founded with the intention of supplying Roman Catholic Schools with trained masters of the kind technically styled religious, the Hammersmith College was enlarged in 1854-5 for accommodation of 50 students of the ordinary class. The two parts of the training school cost 18,081*l.* 5*s.* 8*d.* After Christmas 1854 five Queen's scholars came into residence, and the admission of an unsuccessful candidate raised to six the class with which the lay department opened. In the following year but small progress was made, but 1857 brought together 28 students, of whom 18 had gained scholarships, although more than half the pupil-teacher candidates failed to pass

the admission examination of Christmas 1856. In 1858 there were in residence five students of the second year and 20 of the first year. In 1859 the numbers grew to 33, of whom 10 were in their second and 23 in their first year, and in the following year to 42, viz., 14 second year and 28 first year students. The Christmas of 1860, however, brought a sad discouragement. The number of candidates for admission was not so large as had been hoped, and out of 27 who offered themselves only eight passed; and 1861 opened with the reduced number of 29 students unequally divided between the two years of residence. In the same year occurred a change of principal, and the brotherhood originally expected to provide masters for schools was finally dispersed. Great efforts were then made to increase the number of students, and 1862 saw the small class of six second year men counterbalanced by the large entry of 33 new students. Prosperity was maintained, and the lists for 1863 show 34 students of the second and 31 of the first year. Again misfortune overtook the college. Your Lordships changed the system of granting aid to such institutions. The preparatory class, which was costly and ought not to be requisite, had been dropped; the consequence was, that Christmas 1863 produced only 18 candidates for admission, out of whom 11 failed to obtain a place on the list, and the students dropped from 65 to 35.

It is fair to Hammersmith and its officers that these circumstances should be borne in mind. Whenever the numbers have been large and success considerable, it has been owing to extra labours undertaken by the college beyond its own special duties. Either students unable to pass the preliminary examination have been admitted to residence, or preparatory classes have been formed with the view of raising candidates to the standard which every pupil-teacher at the end of his service ought to have attained. Whenever the college has confined itself to its own work, and ceased to discharge duties which the managers and masters of elementary schools should have performed, so surely have failures in the admission examination emptied the classes. Thus deficiencies, such as they are, in the training of schoolmasters are justly attributable, not so much to Hammersmith which makes the most of the two years during which students reside, as to the primary schools which neglect to utilize the five years of apprenticeship.

That Roman Catholic institutions in Great Britain should appear inferior to similar institutions supported by other bodies will cause surprise to no candid observer. But what is most unfair is to limit to Hammersmith alone reflections which should be general. Hammersmith would produce results as satisfactory as any other training school, if its students on admission were equally well prepared. Neglected apprentices, with no home resources, and without personal habits of study, would depress any college. The evil might be cured, if it were possible to obtain pupil-teachers from respectable families. In a few instances, conspicuously at Lowe House school, Saint Helen's, this has been done with good effect; but it is only possible in the schools, comparatively rare, where the boys are clean, decently clad, and well conducted. Even so, the career of a schoolmaster is not generally inviting. Low remuneration and irksome conditions of service seldom attract respectable youths.

For years to come Hammersmith must, I am afraid, expect to receive candidates imperfectly prepared; the principal and officers, while labouring for the public good so zealously and so disinterestedly, may rightly claim to have the fact recognized, if the defect cannot be remedied.

One other point, dwelt on in former reports, should not be passed over now. Though the training schools annually send forth a stream of new teachers, yet they scarcely do more than maintain the level already reached. At the close of 1859, there were actually engaged in teaching primary schools 108 certificated masters, and 180 certificated mistresses. In the interval 69 male students left Hammersmith with classes, 18 untrained masters passed the certificate examination. Liverpool and St. Leonard's produced 200 trained schoolmistresses, and 64 untrained schoolmistresses passed the examination. Yet the increase in certificated masters and mistresses actually engaged in teaching at the end of 1863 does not rise above 20 masters and 124 mistresses. Hence it would seem that out of nine certificates newly gained by masters, seven go to repair losses, and out of 11 certificates gained by mistresses six are similarly absorbed. The advance gained in 1864 affords more ground for satisfaction, since at the close of last year the returns show 150 certificated masters actually teaching, against 128 at the end of 1863. For schoolmistresses the result is perplexing. The trained students and other candidates added 74 names to the list in 1864, yet the gain in employed schoolmistresses is but 26. Whatever may be the explanation

of the tardy growth in the corps of acting teachers as compared with the numbers trained, it cannot be doubted that the figures go to establish the prudence of your Lordships' resolve to throw upon the various religious bodies the duty of ascertaining for themselves how many certificated teachers are wanted for employment, and of adjusting the size of their training schools to actual requirements.

I have the honour to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1864, *by Her Majesty's Inspector* E. WOODFORD, Esq., LL.D., *on the* CHURCH OF SCOTLAND NORMAL SCHOOL, EDINBURGH.

MY LORDS, Edinburgh.

THE year for which I have now to report has been one of crisis in the history of the Normal schools of Scotland, and it seems still unsettled whether they should be reduced in number, and whether any or what changes should be made in the constitution of them, or in the conditions of admission. These institutions have hitherto been doing a vast amount of good in sending out a body of energetic and skilful teachers who have been more effective in the elementary branches of instruction than many of those who have had the advantage of a university education, but who have pursued no regular course of the principles of their profession, or the best methods and expedients for attaining the important end in view, or as much as is attainable of that end in the limited time that the poorer class of children remain at school. The course of study has been accommodated from time to time to the observed requirements, and the course of examination, while gradually simplified in form, has been rendered more thoroughly effective and discriminating, and it has been found oftener than once that teachers even holding the degree of A.M. failed to pass, not on account of the somewhat technical paper on school management, but on account of such branches as grammar and arithmetic.

There have, of late, been signs that the rate of the increase of trained teachers is greater than the educational demands of the country, and if it had continued for some years longer many of them would have had either to go idle for a long time, or seek other employment. It is chiefly, however, in the case of female students that this remark is applicable, and it would be more so but for the appointment of a considerable number of them to schools in England, where female teaching is more highly appreciated than it has yet come to be in Scotland.

Staff. Since last year the lecturer on English literature, Mr. St. Clair, has left to take charge of an important institution newly opened in the county of Wigton, and his work, with the exception of singing, has, for the present, been divided among the other teachers. Mr. St. Clair has held the office of lecturer for about seven years, and during that time, he has discharged it with great ability, earnest-

ness, and unflagging zeal. The other teachers remain as stated in former reports, with some re-arrangement of their duties. The principal, the Rev. Mr. Currie, continues to be distinguished as an exceedingly clear and attractive lecturer, and as eminently successful in impressing his matter on the minds of the students. Mr. Core, lecturer on mathematics, is a clear-headed, active, and improving teacher, and Mr. Taylor conducts his classes with much zeal and diligence.

Results of examination.

The following table shows the total number of students of the various years presented for examination, and the results :—

—	Number presented.	1st Class.	2nd Class.	3rd Class.	4th Class.	Failed.
Males, 1st year - -	37	10	13	8	0	6
„ 2nd year - -	29	11	9	7	0	2
Females, 1st year - -	31	3	12	13	3	0
„ 2nd year -	28	12	16	0	0	0
Totals - -	125	36	50	28	3	8

These results may, I think, be described as satisfactory, for in connexion with the apparently large number of failures among the first year males, it has to be borne in mind, as formerly stated, that those failing consist mainly of Gaelic students who have a very imperfect knowledge of English, and are sent forward on the principle of no reserve, and that those who must fail to pass, may have the advantage of seeing the nature of the examination. The second year female students made a particularly good appearance, the only branches in which they fall below good or very good being geography and music. In music, the value of the exercise in writing notes as played by an instrument (corresponding to dictation in language) does not yet appear to be duly appreciated either as a practical means of cultivating the ear, or as contributing so largely as it does, for the comparative time that it would occupy, to the success of the paper. The branches in which the students made the best appearance as a whole are Bible, catechism, school management, and the specimen of teaching. The reading and recitation continue to improve in distinctness of articulation and expression, though there is still a little roughness, more especially in the case of the male students, and considerable traces of provincialism.

Practising school.

The practising school continues to increase in numbers and general efficiency. The individual examination of the

children showed that it is in the arithmetic that there is most room for improvement. The infant department especially is fitted to give the students an excellent opportunity of seeing the best methods successfully carried out.

The arrangements for the practice of the students in the art of teaching are as follows, but the results as seen in the specimen given at the December examination are due in a great measure to the lecturer.

The average time passed by each student in the practising school is 2½ hours weekly. The students are divided into three sections, each of which is for a month at a time connected in rotation with the senior, the middle, or the junior department of the school, which, in the case of the females, is the infant. This opportunity is given to the students for teaching in all the branches and at all stages of progress. Their teaching is superintended and commented upon by the teachers of the respective departments. Every student of the second year is attached for a week as assistant to one of the divisions of the school, and has to examine and describe the general arrangements for instruction, the organization, and the methods employed.

I have the honour to be, &c.

ED. WOODFORD.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1864, *by Her Majesty's Inspector*, JOHN GORDON, Esq., *on the* CHURCH OF SCOTLAND NORMAL SCHOOL *at* GLASGOW.

MY LORDS, Edinburgh, March 1865.

I. IN accordance with the objects of the Minute of 21st March 1863, the students attending the seminary during the session 1864 were fewer than they had been for the three preceding years; they were selected from a considerably larger number declared admissible after the examination for admission, and they are classified by the Rector as follows:—

——	1st Year.	2nd Year.	Total.
MALES.			
Presented by managers - -	24	24	48
Self-supporting - - -	1	0	1
FEMALES.			
Presented by managers - -	16	26	42
Self-supporting - - -	12	5	17
Total - -	53	55	108

It may be here remarked (1), that the large proportion of females self-supporting, which has been usual since the institution of Queen's scholarships, continues. Their families are commonly more able than those of the other sex to maintain them at the seminary; and they, unlike the males, having scarcely the choice of any other occupation so suitable as that of teaching, there is, perhaps, on their part, the greater and more willing effort to prepare for it. (2.) The same rate of payments as under the Old Code was continued to the students, male and female, of the second year (Arts. 205 and 207); and to those of the first year it was somewhat varied, being for males 25*l.*, for females 18*l.*, the personal allowance for travelling expenses and for the purchase of books being still continued. In the prospectus for 1865 the managers announce that "25 male and 20 female candidates will be admitted to each normal school, and receive (during good conduct) a bursary from the General Assembly's Committee, which will amount to 20*l.* in the case of the male students, and 15*l.* in the case of the female students. . . The bursars are required to pay 2*l.* each for the books used in the school, these being supplied by the Committee; this payment must be made whether they take the books or not. . . When female candidates who have *not* been pupil-teachers secure a place among

" the successful, a proportion of the 20 bursaries set apart " for female students will be given to them; but the pro- " portion will in no case exceed one-fifth."

II. The Revised Code proposes no change in the subjects of examination in the common schools, "the grant depend- " ing, as it has ever done, on the schools' whole character " and work."* Had it been otherwise, a corresponding change might have taken place in the subjects of instruction in the common schools; and the same change might have been adopted at the normal, from the studied affinity with the common schools which has ever prevailed there. Accordingly, the syllabus of subjects for the *examination* of students in 1864 differs from that of the preceding year only in these particulars :—

(1.) It includes for both sexes an examination " on the " form or mode of keeping and making returns from school " registers."

(2.) It requires of the female students in both years " to " write plain prose on a given subject;" also " to show im- " provement in the higher qualities of reading;" and from such as offer for examination as infant teachers, it requires a knowledge of the "method of teaching infants, and of conducting " an infant school," and to write " notes of object lessons."

III. The subjects of *instruction* in the seminary were the same as those of session 1863, with such improvements as were suggested by the syllabus of 1864.

(1.) The females intending the charge of infant schools were somewhat more practised than before in the familiar methods of infant school management.

(2.) Both male and female students were found to have more or less improved in their style of reading. Not a few of the females excel in the delivery of passages only to be read with fit and well pronounced expression. In this respect the performance of the males was, in general, inferior; and it was only among them that a tone and emphasis not appropriate to the subject sometimes occurred. On the whole, however, the style of reading, as here practised, is to all intents an exercise upon the sense and sentiment of the passage read; and in effect, it may be said to be a mode of the explanatory method applied to reading lessons.

(3.) The object of the exercise in "writing plain prose" being, to some extent, the same as that of "reading with expression," and the "correct delivery of long and involved sentences,"—one part of the training of all, both male and

* Instructions to Inspectors, September 1862.

female, was to require of them frequently to prepare at home written abstracts in their own words of the substance of given passages,—it may be, from some of the ordinary secular readings, or from Scripture history. These essays are read before the whole class, and in presence of all they receive the Rector's criticism on the general merit of the performance, more particularly on the grammar and propriety of the expression.

(4.) In the practising department all the students, of both years and of both sexes, take part in the keeping of school registers, and in making up from the same such returns as are usually required from managers of the common schools—learning in this manner at once the importance of such acts in school management, and the method of performing them.

(5.) Each of the four masters in the Normal department records, in a register kept for that purpose, his estimate of the performance of each student on every occasion of examination. This has been the usual practice at the seminary during the last few years. It exemplifies exactly the method of individual examination introduced by the Revised Code; and the records are shown and explained to all the students, doubtless for their advantage, and expressly for their imitation in the common schools, of which they will afterwards have the charge.

(6.) To the same end of teaching to read well and to write correctly, as well as for instruction of a still higher kind, the practice referred to on a former occasion has been continued; passages from standard English authors have been read to all assembled together for this purpose; but from the pressure of other studies these readings during the last year were infrequent. Barrow's discourse on "Diligence in our Calling as Scholars" was the subject of the latest, and, like the rest, was received with a liveliness of interest, which greatly encourages the continuance of the practice.

(7.) In the practising department the students are made acquainted with the description of the entries proper for the log-book; and the explanations which are given of the uses of that record point to the reflex benefit to the teacher from the notation of his own remarks on the varying condition of his school.

(8.) It remains to add, that during the last year somewhat less attention than before was given to the subject of Political economy, and proportionally more to the subjects of arithmetic, algebra, and geometry.

In these several respects, as in all others, the instruction and training of the students during the last year coincided with the subjects of the examination for certificate, as contained in the syllabus for 1864.

IV. In the common schools the method of individual examination according to the Revised Code commenced in May last; and it may be asked whether this has in any manner altered the mode of training or tuition for students at the seminary. It certainly does not appear to have had that effect to any considerable extent; for there is much in the plan of training as there carried on, which has ever been conform or conformable to the method of individual examination.

The students themselves, as already mentioned, observe, experience, and learn that method, when classed together for instruction under the several masters. Again, when they teach in the practising schools they practise that method, and then with one very noticeable advantage; for the practising department consists of four divisions, graduated for so many different stages in the elementary course, and further distinguished by having each its own sole master and its own distinct apartment. Now, these separations palpably mark the different periods of progress, of which the new examination takes so special an account. It is true the like organic divisions will not be found in the common schools, but in the meantime the lesson has been learnt at the normal of the advantage of confining the instruction for a time to certain defined ranges, and of making it therein as effective as if nothing further remained. How far these distinct gradations in the practising department have regulated the arrangements for examination according to the Standards, may be seen from the following statement:—

	Under Six Years.	Examined under Standard					
		1.	2.	3.	4.	5.	6.
From the Infant Department -	66	—	—	—	—	—	—
From the Infant and Initiatory Department - - - -	—	91	—	—	—	—	—
From the Juvenile only - -	—	—	163	—	—	—	—
From the Juvenile and Senior -	—	—	—	82	—	—	—
From Senior only - - -	—	—	—	—	14	—	87

V. The results of the examination of the practising school according to the Standards show the proportion of the passes

under all the standards to have been 95 per cent.; and 3 per cent. the sum of all the failures under Standard I.

It is further observed that of those examined under Standard VI., nearly all had made some further progress in arithmetic. This was apparent when the students, in the course of the examination for certificate, came to show their skill in teaching; on which occasion they acted on a special direction from the managers, that all the explanations given or required on this branch "should depend, as far as possible on the *principles*." Proportion and fractions were commonly the subjects of exercise in the classes offered for examination on such occasions; and it was seldom that the question was not only solved correctly, but the principle of the process intelligently explained.

VI. The only branch not included under any of the six Standards, and still expressly required by the Code, is that of religious knowledge; on which, from the nature, extent, and variety of the subject matter, there is ever much occasion for the exercise of judgment in suiting the instruction to the years and progress of the children. The lessons accordingly have been graduated for the four departments as follows:—

"In the infant department the religious instruction consists principally of simple oral sketches of a few Scripture characters, and the more interesting incidents in the Life of Christ. In the initiatory, the course goes somewhat farther; the lives of such as Abraham, Joseph, Samuel, David, &c., are sketched at greater length; and to the more interesting portions of the Life of our Lord are added his parables. Short texts are frequently committed to memory, bearing on truthfulness, honesty, obedience, &c.

"In the juvenile department a text-book is used for Scripture biography, and the pupils are, as far as possible, required to prepare at home the lesson for the following day. Bible lessons are here given from portions of Holy Writ, bearing on some prevalent or occasional moral delinquency, or on some point of general importance. The Shorter Catechism is also taught, but from the age of the pupils only those questions bearing on morality, and those on prayer, are explained at any length.

"In the senior department the whole religious instruction" is prepared at home from the 'Old and New Testament biography.' 'Shorter Catechism, with proofs,' and the Bible." (Rector's Report.)

VII. Two other subjects belonging to the elementary course in every common school, and not included under the Standards, are not wanting here. Grammar and geography are taught in the juvenile department, and to a greater extent in the senior. Their prevalence in the common schools, as well as their importance, are implied and signified in the 7th article of the "Instructions to "inspectors upon the administration of the Revised Code,"

and their importance lies, not simply in the practical uses of the knowledge which they respectively afford, but also in giving a variety and scope to the programme, not at all embarrassing, but favourable to progress on each part of it. In each branch every step in advance must of course be well and securely made; but it is not requisite that any one branch should be quite mastered before another is commenced—for reasons so obvious as to have determined the universal practice.

The elementary course thus consists of at least six different branches, employing at the proper stages, simultaneously, the same individuals, and never omitting the three that go beyond the Standards. The whole elementary scheme for the more advanced pupils thus operates at once,—*simul parit et producit*,—and this collective operation has its peculiar advantages for culture.

VIII. The average attendance at the practising school for the last year was 804; and it may be noticed that during the last year the school fee was raised per quarter, in the initiatory department, from 4*s.* to 5*s*; in the juvenile, from 6*s.* to 7*s.* 6*d.*; in the senior, from 6*s.* 6*d.* to 10*s.* Yet, it appears, on reference to the records, that the attendance has continued of much the same amount as in previous years; that the pupils are of the same social condition as formerly; and that their attendance has been somewhat more regular than before, especially in the senior department.

The staff of teachers consists of one for each of the five departments, including that of female industry, and of 14 pupil-teachers, distributed and acting thus:—"they are divided among the five departments, the youngest sent to the infant, the eldest to the senior. They are thus placed where they are likely to be most effective, and at the same time, where they may see and practise the methods employed in the different classes."

The students of the second year also teach in the several departments, and their occupation in the several divisions is thus stated by the rector.

"They are divided into five equal divisions, corresponding to the number of departments. Each division practises for four weeks in its appointed department, and is then transferred to another. Every student, male or female, thereby has an opportunity, in the course of a year, of teaching every subject that he is likely to be called on to teach in any school attended by the children of the labouring poor. While teaching, they are closely superintended by the principal teacher in each department, who not only directs them in regard to methods, but from time to time himself teaches before them. The rector also attends regularly, and overlooks the whole."

It may be added, that the object of their employment in the practising school being simply their own training, any incidental aid derivable from their practice to the school itself is scarcely to be mentioned as adding to the advantages of the school.

IX. Another advantage for training at the seminary is obtained in this manner:—The subjects on which the students have their practice in tuition, are the same on which they receive their own lessons in the normal department. But the latter are carried much farther, and imparted with more method than they ever are or can be in the practising school. In this manner the truth is practically impressed, that it is well for a teacher to know more of the subject matter of his instructions than he is called on to impart; and that his own studies, in so far at least as pertinent to his calling, and in that relation the scope of them, is large,—are by no means to cease after he has entered responsibly on its duties.

X. The appended time table shows the occupation of the students while in the seminary to be, in various ways, from 9 till 3 or 4 o'clock, with an interval of one hour; but it will be observed that a portion of that time is given to the easy, recreating exercises of music and drawing, and a portion also to the practice of tuition. There remains the evening preparation at home for the next day's work; but this, as well as the whole scheme of study, is moderated with a due care for the health and energies of the students, though with less opportunity than could be wished for any considerable use of the good library which is placed at their service.

"I consider," says Dr. Dickson, the medical officer of the institution, "that the health of the students was not only "good but above the average during the last year; there "was not a single case of sickness that came under my "observation that could in any way be attributed to over-"work."

XI. The results of the examination for certificate at the close of 1864 were as follows, giving but one failure in 103 candidates:—

——	Male.	Female.	Total.
Number of 1st year's students, candidates -	25	25	50
Do. do. passed - -	25	24	49
Number of 2nd year's students, candidates -	23	30	53
Do. do. passed - -	23	30	53

XII. The rector supplies the appended "list of students "who, after passing the examination for certificate of merit, "left the seminary at Christmas 1863," showing their position at this time; and he adds the following summary:—

	Males.	Females.	Total.
Principal teachers - - - -	20	18	38
Assistants - - - -	32	13	45
Governesses - - - - -	—	3	3
Waiting appointments - - -	3	15	18
Attending University - - -	1	—	1
Emigrated - - - - -	1	1	2
Dead - - - - - -	1	—	1
Married - - - - -	—	1	1
	58	51	109

XIII. An abstract of the accounts of income and expenditure for the last year, prepared and certified by the authorized auditor, is appended, from which it appears, that—

	£	s.	d.
1. In the practising department the excess of income over expenditure was - - -	112	19	1
2. In the normal training department the excess of income over expenditure was - - -	123	8	2
Total excess of income - - -	236	7	3

I have the honour to be, &c.

JOHN GORDON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX A.

LIST of MALE STUDENTS who, after passing the Examination for CERTIFICATES of MERIT, left the College at *Christmas* 1863.

MALES.—SECOND YEAR.

Names.	Appointments.
John Allardice -	- Assistant, Parish School, Beith.
James Brand -	- Prinlaws Works School, Markinch.
Thomas Cameron -	- Assistant, Auchterarder Parish School.
William Clark -	- Gateside School, Beith.
John S. Cleland -	- Assistant, Wesleyan School, Penrith.
William Comrie -	- Blair Iron Works School, Dalry.
David Forsyth -	- Assistant, St. James' Sessional School, Glasgow.

Francis W. Grant	- Assistant, Bridgeton Public School.
Alexander Henderson	- Emigrated to Canada.
James Hislop	- Assistant, Newmain's Academy, Wishaw.
John R. Howat	- Garallan Works School, New Cumnock.
Archibald Hutchison	- Assistant, Neilston Parish School.
Duncan Kennedy	- Assistant, Green Street School, Calton.
James Lapraik	- Kells Parish School, New Galloway.
James Leitch	- Loch-Carron Parish School.
George Liddell	- Interim teacher, Minnyhive.
John McCallum	- Assistant, Hawick Parish School.
Colin McEachern	- Assistant, Bowmare Parish School.
Duncan M'Fadyen	- School in Isla.
John M'Innes	- Garvan General Assembly School, Locheil.
John M'Intyre	- Industrial School, Kirkintilloch.
Duncan M'Naught	- Assistant, Middle Parish School, Greenock.
Colin M'Nicol	- East Parish School, Perth.
Alexander M'Phee	- Burnside School, Dalry.
James Mair	- Assistant, Parish School, Dalry.
George May	- Assistant, Burgh School, Stirling.
Adam Muir	- Assistant, Muirkirk Iron Works School; now, School near Edinburgh.
Alexander Murray	- Assistant, Dalmonach School.
William Murray	- Hawksland School, Lesmahagow.
Robert Pauling	- Assistant, Castle Douglas Parish School.
David Ross	- Assistant, Banff Academy.
William Roxburgh	- Assistant, St. James's Sessional School, Glasgow, now Kirk Street Sessional School, Kirkintilloch.
Thomas Russell	- Assistant, Muirkirk Iron Works School.
Alexander Scott	- Assistant, Busby.
George Soutar	- Fearn Parish School, Brechin; since left.
Robert Tennent	- Second Master, Caledonian Free School, Liverpool.
John Wallace	- Assistant, Dundyvan Academy.
George Watson	- Abbey St. Bathan's, Parish School, Dunse.

MALES.—FIRST YEAR.

Samuel Blakeley	- Waiting appointment.
Francis Brown	- Ditto.
John Bryden	- Dead.
Thomas Duncanson	- Assistant, St. Rollox School.
William Ferguson	- Bute Industrial School.
William Glasgow	- Annick Lodge School, Irvine.
John Lang	- Reddance School, Dalry.
Thomas Dunlop	- Assistant, Free Church School, Maybole.
John McLatchie	- Glenapp School, Ayrshire.
Robert McNab	- Assistant, St. David's Sessional School, Glasgow.
Andrew Martin	- Springburn School, Glasgow.
John Robertson	- Assistant, Dundyvan Works School.
William Russell	- Assistant, Shotts Iron Works School.
Robert Selkirk	- Assistant in a school in Irvine.
William Smith	- Assistant, St. Enoch's School, Glasgow.
Robert Stewart	- Craigrownie School, Kilcreggan.
Samuel Thomson	- Pursuing his studies at the University.
James Waddell	- Waiting appointment.
William Wilson	- Assistant, Dalry School.
William G. Wood	- Waiting appointment.

FEMALES.—SECOND YEAR.

Jane T. Aitken	- Assists father in Blind Asylum, Glasgow.
Mary Ashcroft.	
Marion Banks	- Assistant, Neilston Parish School, and afterwards Coltness Iron Works School, Carluke.
Mary Barclay.	
Marion Black	- Barnhill Poor's House School, Glasgow.
Agnes Carter	- Eaglesham Industrial School.
Margaret Clark	- Industrial School, Dalry.
Margaret Craighead	- High Church Charity School, Glasgow.
Mary Crawford	- Roadside Female School, Cumbernauld.
Mary Dickie	- Govan Industrial School.
Catherine Fletcher.	
Mary Fyfe.	
Rebecca Hally	- Tarbolton Female School.
Mary L. Hilliard	- Blythswood Testimonial, Renfrew, and Garnethill Academy, Glasgow.
Mary Hosie	- Assistant, Cathcart Parish School.
Margaret Jackson	- Female teacher, Linlithgow Sessional School.
Emily Lindsay	- Assistant, Wamphray School.
Helen M'Nicol	- Assistant St. David's, Parish School.
Isabella Morrison.	
Agnes Nicolson.	
Isabella Parker.	
Margaret Robinson.	
Mary S. Russell	- Assistant, Chalmers' Church School, Glasgow.
Lucy Schindler	- Assistant, Cardross Parish School and Female School, Shettleston.
Margaret Spalding.	
Helen Stewart	- School in Arran.
Agnes Wilson	- Assistant, Dernconner Iron Works School, Auchinleck.
Barbara Wright.	

FEMALES.—FIRST YEAR.

Anne Anderson	- Lady Maitland's School, Ratho.
Marion Armstrong	- Governess, Glenlyon, Perthshire.
Joan Baxter	- Motherwell Industrial School.
Agnes Blane	- Assistant, Old Kilpatrick Parochial School.
Elizabeth Brown	-
Agnes Cameron	- Female School, Lismore.
Annie Campbell.	
Agnes Coltart	- Polmont Subscription School.
Cecilia Doull	- Emigrated.
Janet Drysdale	- Governess, Kainknow, Dollar.
Margaret Forrest	- Assistant, Parish School, Dundee.
Janet M'Arthur	- Strone Female School.
Maggie M'Ghie	- Dixon's School, Williamsburgh, Paisley.
Helen M'Pherson.	
Isabella Marshall	- Assistant, Kirn School.
Mary Mitchell	- Governess, Greenock.
Jane L. Muir	- High Church Charity School, Glasgow, now assists brother in school near Edinburgh.
Helen Oswald	- Port Charlotte Female School, Islay.
Margaret Pattison.	

Elizabeth Roy -	- Married.
Christian Simpson.	
Janet Thomson -	- Assistant, Milton Sessional School, Glasgow.
Margaret Turbayne	- Assistant, private school, Glasgow.

APPENDIX B.

GLASGOW CHURCH OF SCOTLAND NORMAL SCHOOL.

ABSTRACT of ACCOUNTS from 1st January 1864 to 31st December 1864.

Practising School.

INCOME.	£	s.	d.
To School Fees - - -	947	15	0
Total - -	£947	15	0

EXPENDITURE.	£	s.	d.
By Teachers' Salaries - -	605	0	0
„ Servants' Wages - -	32	10	0
„ Household Expenses -	32	3	5
„ Printing, Postages, and other office charges -	30	18	6
„ Fuel and Lights - -	7	16	3
„ Replacement of Furniture and Repairs to Building	77	9	4
„ Taxes and Insurance -	44	2	2
„ Books, Maps, &c. - -	4	16	3
„ Balance - - -	112	19	1
Total -	£947	15	0

Training Department.

INCOME.	£	s.	d.
To Grants from Committee of Council on Education -	3,686	12	1
„ Students' Fees - -	21	0	0
„ Collections in Church -	250	0	0
Total -	£3,957	12	1

EXPENDITURE.	£	s.	d.
By Teachers' Salaries - -	1,420	0	0
„ Board of Students - -	1,982	4	0
„ „ Servants - -	52	0	0
„ Servants' Wages - -	32	10	0
„ Books, Apparatus, and Stationery - - -	25	7	8
„ Printing, Postages, and other office charges -	45	16	1
„ Fuel and Lights - -	17	1	6
„ Medical Attendance -	18	7	6
„ Replacement of Furniture and Repairs of Building	163	10	10
„ Rates, Taxes, and Insurance	31	17	4
„ Household Expenses -	39	7	0
„ Church Seat Rents - -	6	2	0
„ Balance - - -	123	8	2
	£3,957	12	1

NOTE.

	£	s.	d.
Balance from last Year - - - - - - -	39	0	2
In account connected with Practising School,—			
Excess of Revenue - - - - - - -	112	19	1
In account connected with Training Department,—			
Excess of Revenue - - - - - - -	123	8	2
Balance carried to next Year - -	£275	7	5

REPORT, *for the Year* 1864, *by Her Majesty's Inspector*, JAMES CUMMING, Esq., LL.D., *on the* FREE CHURCH TRAINING COLLEGE, EDINBURGH.

MY LORDS,

IN my last report I referred to certain changes in the staff of this Training College which were at that time in progress. These have been completed, and the teaching body may now be arranged as follows :—

Principal - - - -	Maurice Paterson, B.A.
Lady Superintendent - - -	Miss Smith.
Classical Master and Lecturer on English Literature - - -	P. Steele, M.A.
Mathematical Tutor - - -	W. Lees, M.A.
Lecturer on History and Geography -	Wm. Kennedy.
Teachers of Drawing - - -	Charles Hodder. Miss Ashworth.
Teacher of Music - - -	Walter Strang.

In addition to these Miss Millar, who is partly engaged as a teacher in the practising school, gives her aid in training the female students in music and domestic economy.

It appears to me that the committee have been fortunate in the appointment of Mr. Paterson. He was early distinguished for scholarship, and was recently engaged in practical teaching, and all that I have seen of his conduct in the Training College conveys the impression that his powers of instruction as well as his moral influence will be most beneficial in their effects on the students who are under his charge.

In addition to the duty of general superintendence which devolves on him as principal of the institution, Mr. Paterson has taken a special interest in the exposition of the science of practical teaching, including both the principles of youthful training and the details of school management. I heard one of his lectures on the "Formation of Habits of Obedience," a lecture characterised by excellent moral feeling, good sense, and practical tendency. On another occasion he discoursed in my hearing on the keeping of school registers, and by his examination showed that he had successfully conveyed his ideas to the minds of the students.

The instruction of the students in the Holy Scriptures is also conducted by Mr. Paterson in a careful, earnest, and effective manner.

Besides handling these subjects the rector has also taken part in the Latin instruction of the students. There are few of our parochial schools, or of the schools which are

formed on the model of the parochial, in which the managers would not consider some knowledge of Latin a necessary qualification of a teacher. Even where the simplest education of the labouring poor must be considered as the chief object to be kept in view, the school where that education is imparted is often the only place in which those who rank a degree higher in the social scale can obtain the rudiments of a better education; and, therefore, while the requirements of your Lordships' Code must form the principal guide in regulating the studies of the scholars in our Normal Colleges, arrangements have been made to meet the necessities of our peculiar Scottish position. In a letter addressed to me the rector says, "Greater prominence has "this year been given to classical study than formerly, "partly in deference to the expressed wish of leading "members of the committee, and partly owing to the "frequent demands made upon us from all parts of the "country for those who can teach Latin and Greek." Mr. Steele has laboured faithfully in this department as well as in that of English literature, and the co-operation of the rector cannot fail to promote still further the attainment of the same object.

Mr. Steele delivered in my hearing a formal lecture on the *Language* of Milton,—his use of characteristic words and phrases, the structure of his sentences, and the beauty of his similes. The lecture was very instructive. But I have been particularly struck with the result of Mr. Steele's lectures when I have been permitted to examine the students for myself on the construction of some of the involved sentences of Milton and Shakespeare. The manner in which they handled them showed most satisfactorily how efficient and judicious their training on these subjects had been.

A similar conclusion could be drawn from the expressive reading of Cowper's blank verse by the female students. Besides the lecture to which I have referred, I also heard an examination on part of the first book of the Paradise Lost, and on another occasion Mr. Steele was engaged in an analysis of Wordsworth's Excursion. But I have so often spoken of the qualifications of the lecturer that it is unnecessary to say more than that he maintains the same excellent character which I have had hitherto occasion to report.

The mathematical instruction has been intrusted during the past year to Mr. William Lees, who has conducted his department with much spirit and efficiency. I heard him

lecture to the students at one time in arithmetic, and at another on the fourth book of Euclid, and was much pleased with the lively and intelligible manner in which his instructions were imparted and with the interest with which they seemed to be received by the students.

Mr. Kennedy, formerly a master in the practising school, has conducted the training of the students in geography, history, and partly in arithmetic. I was present when he was treating the geography of Australia with the senior male students. His own information appeared to have been carefully brought up to the date of the latest discoveries and political arrangements, and the students appeared to have been effectively instructed on the subject. I also heard him examine the female students on the history of England, during part of the reign of George III., as well as superintend some of their arithmetical studies. In all these cases Mr. Kennedy appeared to me to aim successfully at conveying an accurate knowledge of the points which it was important for the students to know.

The music and the drawing were conducted with intelligence and good effect, as in former years, and by the same instructors.

The female students, with the exception of those who live with their parents or relations in Edinburgh, have resided in the boarding house attached to the college under the care of Miss Smith the Lady Superintendent, whose attention to their comfort and general welfare seems to me deserving of all confidence.

I think that, in general, the results of the examinations will show that there has been no falling off in the efficiency of the institution. It appears that of 139 students presented for examination, one-fourth were ranked in the first division, more than one-half in the second, and that among the rest there was only one failure, two being placed in the fourth division. On several of the most important subjects the marks assigned have been high. The subjects of history and geography are in this, as well as in former years, to some extent an exception. I do not know whether this result is to be ascribed to actual deficiency of attainments, or whether the standard by which they are judged, though not too high in itself, may not, perhaps, have been higher than in other subjects. If the same result is not apparent in other similar institutions it is right that the deficiency should be acknowledged and means taken to correct it.

From a statement with which I have been furnished, it

appears that of 100 students who left this institution in December 1863, 42 are now engaged in schools under inspection; 33 in other schools; 11 are not engaged; one is dead; one (female) is married; and respecting the remaining 12 there is no information.

During the past year one female student has been removed by death, but the health of the students generally has been good.

I have the honour to be, &c.

JAMES CUMMING.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1864, *by Her Majesty's Inspector*, CHARLES E. WILSON, Esq., M.A., *on the* FREE CHURCH NORMAL SCHOOL, GLASGOW.

MY LORDS, March, 1865.

I HAVE again the honour to present to your Lordships my report on this institution for the year ending the 31st December 1864.

During the past year the cause of elementary education has lost one of its best friends and earliest advocates by the death of David Stow, Esq., the venerable founder of the training system, and the secretary of this institution since its erection in 1825. For a considerable time the state of his health prevented him from taking an active part in the management of the college, but his interest in everything connected with the students continued unabated. As long as he was able, he attended the public criticism, and added not a little to the value of that exercise by his pertinent remarks on the teaching of the students, and the kindly counsels and words of encouragement, which no one knew better how to apply to the wounded sensibility of some raw lad, who had failed from his over-anxiety to do well. As a pioneer in the cause of elementary education Mr. Stow did a great work, and the principles underlying his training system are so sound and agreeable to common sense, that they have to some extent modified the opinions, and even moulded the systems of our leading educational reformers.

Number of students.

The number of students during the past session was as follows:—

MALES.	
First year - - - -	43
Second year - - - -	30
	73
FEMALES.	
First year - - - -	35
Second year - - - -	30
	65

Giving a total of 138 students, divided into two classes, viz.:—

1. STUDENTS HOLDING SCHOLARSHIPS.

Males.

34 (second year) each - - -	£23
10 (first year) ,, - - -	30
15 ,, ,, - - -	26
10 ,, ,, - - -	10

Females.

22 (second year)	each	£17
5 (first year)	„	21
10 „	„	18

2. Ordinary or Self-supporting Students.

Male	4
Female	28
	32

The same arrangements were made for the Christmas examination as last year. The male candidates were under my own superintendence, while my colleague, Mr. Kerr, conducted the examination of the female candidates. Christmas examination.

The following are the officers of the institution :— Staff.

Principal	Thomas Morrison, Esq., M.A.
Secretary	William Kidston, Esq.

College Department.

Lecturer on Mathematics, &c.	The Rev. John Kerr, M.A.
Lecturer on History and Geography	A. H. Dick, M.A.
Lecturers on English Literature and Classics	The Principal and A. H. Dick, M.A.
Master of Method	Edmund Boyd.
Teacher of Music	John McLelland.
Teacher of Drawing	Alexander Banner.
Teacher of French	Monsieur Woyenski.
Tutor	John Shaw.
Medical Officer	James Adams, M.D.
Lady Superintendent	Miss Sinclair.
Music Governess	Miss Hood.
Needlework Governess	Miss Wallace.

Practising Schools.

Initiatory Department	David Caughie. Miss Caughie.
Juvenile Department	David B. Hutcheon. Isaac Waddington.
Senior Department	David Donaldson. James White.
Model Department	William Sloan.
Industrial Department	Miss Harper.
Drawing Master	J. Kirkwood.

In this staff there have been several changes in the course of the year. In the college department the Principal and Mr. Dick have taken the place of Mr. Richardson in English literature and classics; Monsieur Woyenski that of

Mr. Finlay as teacher of French and German; while William Kidston, Esq., has been appointed secretary in the room of the late David Stow, Esq. In the practising schools the changes have been less material, being merely the appointment of Miss Caughie as assistant in the initiatory department, and of Miss Harper to the entire charge of the industrial department in the juvenile schools.

It is again my pleasing duty and privilege to record the high opinion which I entertain of the efficiency of all these officers, to whose ability and untiring zeal the institution owes so much.

As the course of instruction has recently undergone many important alterations, I have prepared the following tabular statements, showing the distribution of time, and the amount of work, &c., in the place of the analysis of time tables given of late years.

MALE STUDENTS.

Teacher.	Subject.	Text-books.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	General Remarks.
The Principal.	Religious knowledge and catechism.	Riddell's Scripture History, Bible Geography (Nelson's), and Shorter Catechism.	3	3	The instruction is confined (in both classes) to the subjects specified in the syllabus. Each class is taught separately. In the first year, the outlines of Old Testament history are carefully gone over, special attention being given to the geography of the Holy Land. In the second year, the Acts of the Apostles and the prescribed Epistles are carefully examined, hints given as to the way of teaching, and the relation of the epistles to the history pointed out. The Catechism is carefully committed to memory with the proofs, and the relation of its various parts pointed out. In the second year, care is taken to illustrate its statements by scripture examples, and to show how its doctrines are deduced from the Bible.
Mr. Boyd	School management.	Stow's Training System; Morrison's School Management; Reports of the Committee of Council on Education.	4	4	*First Year.*—Two hours a week are devoted to instruction in the methods of teaching the ordinary branches of an elementary school. A specified portion of the text-book is prescribed, the students are examined upon it, and thereafter required to reproduce it in the form of notes. One hour is spent in class-teaching under the superintendence of the master of method, and the succeeding hour is devoted to a criticism of the work just completed in the practising schools. *Second Year.*—The general arrangements are the same as those of the first year. Particular attention is given to time tables and registration, and the students are required to make all the calculations requisite in the Old and Revised Codes. The students of both years have, in rotation, to spend an entire week in one of the departments of the practising school, to observe the methods of instruction pursued, and the general management of a school.

Teacher.	Subject.	Text-books.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	General Remarks.
The Rev. John Kerr.	Arithmetic	BarnardSmith's Arithmetic.	3	3	*First Year.*—A large amount of the time is devoted to actual work — one or more papers from Barnard Smith's Exercises are prescribed for home preparation. Half an hour of the next meeting is given to the actual working of examples selected by the master from the prescribed section, and the remainder of the hour to a revision of the work thus done, with special reference to the methods pursued and the principles involved. The students are required to bring frequent exercises wrought out as specimens of correct, neat, and accurate solutions. *Second Year.*—The same general plan is followed as in the first year, the exercises involving more difficulty and requiring more skill in solution. In both years, frequent practice is given in mental arithmetic, the best and shortest modes of solution are pointed out, and papers are prescribed frequently involving some complex mental calculations.
The Rev. John Kerr.	Mathematics	Euclid, Colenso's Algebra.	3	4	In both years, the subjects prescribed in the syllabus are carefully gone over. Frequent geometrical exercises are given for solution, and care taken that each proposition is thoroughly understood. As the requirements of the syllabus only extend to four books of Euclid for second year's students, this amount of work is generally got through during the first year, and, during the second, the students are carried on through the six books. In algebra also, the same plan is followed, and thus much more work is done than the syllabus requires.
The Principal.	English grammar and composition.	Morell's Works and the Textbooks of the Syllabus.	3	3	*First Year.*—Morell's grammar is examined in detail. A few lines of the required author are given out daily, and are carefully examined as to structure, syntax, and style. The students are required to parse and paraphrase it, and to handle it much as one would the translation of a piece of Latin into English. *Second Year.*—The analysis of sentences is taken up, and the prescribed author dealt with as in the first year, particular attention being paid to the style and subject matter of the work. In both years, a weekly exercise in composition is given. The subjects selected consist mainly of descriptions of common things, so as to cultivate the faculty of observation and accurate description.
Mr. Dick	Geography -	M'Kay's Elementary Treatise; Dick's Mathematical Geography.	3	3	In both years, the instruction is confined to what is required in the syllabus, and is partly given in the form of lectures, and is partly catechetical. Map drawing forms a prominent part of the course.
Mr. Dick	History -	Smith's History of England; Birchall's England under the Tudors and Stewarts.	2	2	In this branch also, the instruction is confined to the portions specified in the syllabus. The form of instruction is nearly the same as that adopted in teaching geography. Frequent exercises are prescribed.
Mr. Banner	Drawing -	The copies, &c. supplied by the Department of Science and Art.	2	1	The instruction in both years is confined to the limits prescribed by the Department, students of the first year generally taking free hand and geometry—and those of the second year perspective and drawing on the black-board.

Teacher.	Subject.	Text-books.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	General Remarks.
Mr. Boyd	Reading -	Various - -	1	1	One hour per week is devoted exclusively to reading in each class. At first correct pronunciation and distinct enunciation are attended to, and thereafter correct expression, emphasis, and modulation.
Mr. Boyd	Writing -	Various - -	1	1	In addition to the written exercises, each of which is made an exercise in writing, each class has one hour per week exclusively devoted to writing. The objects chiefly aimed at are legibility, symmetry, and finish. For this purpose, copybooks specially prepared and carefully graduated are provided, and the students are led on as if they were mere beginners, which serves the double purpose of teaching themselves writing, and of exhibiting the mode in which it should be taught to children.
Mr. M'Lelland.	Music - -	Various - -	2	2	Music is taught on the tonic sol fa system. Much attention is given to copying by ear, and to singing at sight.
The Principal and Mr. Dick.	Latin - -	Various - -	3	3	This may be termed an extra branch, but is essential in a Scotch training school. The students of both years are grouped into two classes according to proficiency. The junior class is thoroughly drilled in the grammar, and taught to translate easy sentences. The senior class begins with a revision of the grammar, and reads passages from Virgil, Horace, and Livy. Fergusson's exercises are gone through carefully. The elements of Greek are taught, and a few chapters of the New Testament are read and analyzed.

Female Students.

The Principal.	Religious knowledge and catechism.	Riddell's Scripture History, &c.	3	3	The instruction is confined to those portions of Holy Scripture contained in the syllabus, and the methods followed are identical with those for male students.
Mr. Boyd	School management.	Same as for male students.	4	5	The same general plan is followed as in the case of the male students, more attention being paid to the teaching of the purely elementary branches, and to the composition of notes of lessons. Each class has two hours a week for theoretic instruction; the students of the first year have two hours for class teaching, and those of the second year three.
The Rev. John Kerr.	Arithmetic	Barnard Smith's Arithmetic.	3	3	*First Year.*—Particular attention is given to the elementary rules, and the questions are solved by first principles, so as to free the students from mere dogmatic rules and give them principles instead. *Second Year.*—The work begins with a thorough revisal of the principles of all the elementary rules, with numerous examples from the text-book.
Mr. Dick and Mr. Shaw.	English grammar.	Morell's works	3	3	*First Year.*—The class is taught by Mr. Shaw. Morell's grammar is gone through in detail, and illustrated from the prescribed author, a certain portion of which is daily given out for home preparation. *Second Year.*—The class is taught by Mr. Dick. The work begins with an examination of the principles of analysis, illustrated by numerous examples from the prescribed author. Paraphrases are regularly prescribed and corrected in the class. In both classes composition forms a regular part of the course.

Teacher.	Subject.	Text-books.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	General Remarks.
Mr. Dick	Geography -	M'Kay's Elementary Treatise.	2	2	The instruction is confined to the portions prescribed in the syllabus, and the methods are the same as for male students.
Mr. Dick	History -	Smith's History of England.	2	2	The course of study is very similar to that of the male students, and has been conducted in much the same way. Each class was strictly confined to the portions mentioned in the syllabus.
Mr. Banner	Drawing -	Various - -	2	2	The instruction, although given at separate hours, is the same as for male students.
Mr. M'Lelland.	Music - -	Various - -	2	2	The course is the same as for male students.
Mr. Boyd	Reading -	Various - -	1	1	Identical with the plans followed in the case of the male students.
„	Writing -	Various - -	1	1	
Miss Wallace.	Sewing -	- - -	3	2	All the students are taught the usual branches of needlework, and are required in turn to assist in teaching this branch under the superintendence of the sewing mistresses of the schools.
Lady Superintendent.	Domestic economy.	Various - -	2	2	No practical instruction is given. The text-books are carefully studied, lectures delivered by the Lady Superintendent, and frequent exercises required of the students.

On comparing these statements with my remarks in former reports, the extent and importance of the changes will be more apparent. My only regret in connexion with the matter is the additional teaching work thrown on the Principal. The superintendence of a large training college, with practising schools containing upwards of 900 children, is quite sufficient to tax the energies of one man, however active and well qualified for the duties of the office. But when to this are added lectures on the Bible, the shorter catechism, the grammar and history of the English language, and classics, it must be evident to any one, at all acquainted with the subject, that *one* department must suffer. The lectures must be given, while the general superintendence, by ceasing to be so personal as formerly, will suffer in proportion. Financial considerations are, I understand, the cause of this change, and not any wish on the part of the authorities to overtask the powers of the Head of their executive.

Instruction.

On the subject of instruction I am not aware that there is anything to be communicated beyond what has been stated in former reports; I remark, however, on the authority of the Principal, that the provision made for the instruction in classics and mathematics, in addition to

what is required in the official syllabus, has fully answered the expectations of the authorities. The work was well done, and the ordinary work of the college did not suffer; while the students were thus better prepared to meet the requirements of our common schools, where an elementary knowledge of Latin is always a desideratum.

Results.

Results.

These are seen in the published class lists, and in the demand for the services of the students, who have completed their course of training in the college.

The following summaries furnish the necessary information under both heads:—

I.

Candidates.	Examined Christmas 1864.	1st Class.	2nd Class.	3rd Class.	4th Class.	Failed.	Per-centage successful.
Male students, 1st year -	40	3	18	13	3	3	92·50
„ „ 2nd „ -	27	7	13	7	—	—	100·00
Female students, 1st year -	31	2	10	14	3	2	93·54
„ „ 2nd „ -	25	9	12	4	—	—	100·00

Thus, out of 123 only five failed, or the failures amounted to only 4·06 per cent.; and even this proportion was increased by the large number of Gaelic-speaking students in attendance.

On further and more minutely analyzing the results of the Christmas examination, it appears that—

1. The male students of the first year stand best in religious knowledge, penmanship, school management, spelling, reading, and geometry, while in music, geography, composition, economy, and mental arithmetic the majority are below *fair*.

2. The male students of the second year rank very high in religious knowledge, reading, spelling, penmanship, and teaching, high in school management, history, arithmetic, and music, while only in composition and mental arithmetic are the majority below *fair*.

3. The female students of the first year rank well in Bible, school management, reading, spelling, and penmanship, very fairly in needlework, catechism, arithmetic, and music, while their standing in geography, grammar, composition, and history is *low*.

4. The female students of the second year make a creditable appearance in all the subjects except music, but even in this the per-centage above *fair* is 45·45.

II.

The number of male students who finished their training at Christmas 1863 was 50. These have been disposed of as follows:—

Appointed to schools in Scotland	38
" " England	7
Attending the University	1
Occupation unknown, or at home	4
	50

The number of female students who finished their training at Christmas 1863 was 52. These have been disposed of as follows:—

Appointed to schools in Scotland	22
" " England	9
Engaged in private teaching	6
Emigrated	1
Married	2
At home, or disengaged	12
	52

Examination for Admission.

It may be interesting to present in tabular form the results of the recent examination for admission.

Candidates.	Examined.	1st Class.	2nd Class.	Failed.	Per-centage successful.
Males	27	9	15	3	88·88
Females	27	22	4	1	96·29

Thus, out of 54 only four failed, and of these four only one had been a pupil-teacher.

Health of the Students.

In reference to the important subject of the health of the students, I state on the authority of the medical officer, Dr. Adams, that during the past session it has been good, and quite equal to the average of former years.

I have the honour to be, &c.

Charles E. Wilson.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1864, *by Her Majesty's Inspector, the* Rev. T. WILKINSON, A.M., *on the* EPISCOPAL CHURCH NORMAL SCHOOL, EDINBURGH.

MY LORDS, March 11th, 1865.

I HAVE the honour to lay before your Lordships my report of this institution, which I inspected on June 28th, 29th, 30th, and July 1st of last year. The college was then full, and in the same state as last year, under the same superintendence and with same officers, the staff of which is as follows :—

Rev. Christopher Smith, A.B., Principal, a gentleman who to sound scholastic attainments unites the patience and the power of clear statements, as well as a thorough appreciation of educational methods and influences, so essential to the office he now occupies.

Mr. Samuel Thackrah, C.T., St. Mark's College, Chelsea, Vice-principal, who is proving himself a most successful teacher, possessing a mastery over the subjects on which he lectures, and thoroughly developing them to his classes.

The third officer is Mr. C. S. Dawe, C.T., St. Mark's College, Chelsea, the master of the practising school connected with the college; his chief occupation in the latter is with the school management department, his lectures on which are marked by great ability. Mr. Dawe is the resident superintendent of the college. To the foregoing regular officers of the college, I have to add the drawing master, Mr. Morley, who holds a certificate of merit from the Department of Science and Art.

The subjects which form the entire plan of study are distributed among the afore-mentioned gentlemen in the following manner :—

The Rev. the Principal takes the departments of scripture and liturgy, the English language and literature, history, and economy. He also superintends the criticism lessons given in the practising school weekly.

The Vice Principal has charge of the subjects of writing, music, geography, arithmetic, geometry, and experimental science generally. The master of the practising school gives three lessons a week on school management; the drawing master also gives the same amount of instruction.

In order to give some definite idea of the subjects which are included in the curriculum for the students, of the time

occupied for each, and of the text books employed, the subjoined tables are appended :—

TEXT BOOKS.

Bible.—Wheeler's introduction; Cook on the Acts of the Apostles.
Liturgy.—Procter on Common Prayer, and Wheeler; Dean Ramsay's Catechism.
Grammar and English language.—Morell.
School Management.—Currie and Morrison.
History.—Student's Hume and Hume; Collier.
Geography.—Lawson's and Hughes.
Geometry.—Euclid and Todhunter.
Arithmetic.—Barnard Smith's.
Algebra.—Colenso and Wood.
Latin.—The Academy's Grammar at Edinburgh.
Music.—Hullah's Manual.

TIME TABLE.

Time.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
6-7	—	Private Study.	Private Study.	Private Study.	Private Study.	Private Study.	Private Study.
7-8	Private Study	i. Arithmetic. ii. Divinity.	i. Euclid. ii. Grammar.	i. Arithmetic. ii. Liturgy.	i. Euclid. ii. Grammar.	i. Arithmetic. ii. Divinity.	Private Study. ii. Liturgy.
9½ 10½	Private Study.	i. Grammar. ii. Arithmetic	i. Grammar. ii. Euclid.	i. Latin. ii. Arithmetic.	i. Grammar. ii. Euclid.	i. Grammar. ii. Arithmetic.	Examination.
10½-11½	—	i. Divinity. ii. Algebra.	i. History. ii. Geography.	i. Liturgy. ii. Algebra.	i. Divinity. ii. Writing.	i. History. ii. Geography.	
11½ 12½	—	i. Writing. ii. Divinity.	i. Geography. ii. History.	Critical Lessons.	i. Writing. ii. Divinity.	i. Geography. ii. History.	
1½-2½	—	Drawing.	—	Drawing.	—	Drawing.	—
4½-5½	—	School Management.	Economy.	School Management.	Economy.	School Management.	—
5½ 6½	—	Music.	Music.	Music.	Music.	Music.	—
7½-9½	Private Study.	Private Study.	Private Study.	Private Study.	Private Study.	Private Study.	Private Study.

The latter of these provides occupation for the students from 6 a.m. to 9½ p.m., on every day except Saturday and Sunday, allowing the usual intervals for meals and two hours for recreation. On Saturdays the classes separate at 12½ p.m. No student leaves the premises after the conclusion of the music lesson.

Each of the head teachers, viz. the Principal and the Vice-principal, according to the above plan, which is strictly adhered to, is employed about five hours a day in actual teaching. No pains seem to be spared to make this course as conducive as possible to the benefit of those for whom it has been prepared; both by lecturers and students it appears to have been carried out with zeal and energy.

In addition to the courses of lectures (all combined with constant written exercises and daily examinations) through which the students pass, they are all occupied a certain number of hours weekly in practical teaching. These appliances therefore leave nothing to be desired on the score of professional teaching. The lessons given before me

in the summer of last year were good, and well adapted to the children, giving every reason to believe that the young men will turn out good teachers of elementary schools.

One feature of this institution, to which I again revert with pleasure, is the remarkable musical proficiency I have for some years witnessed, and which is still maintained. The present Vice-principal, like his predecessor, is an enthusiast in his work, and the precision and accuracy, as well as the spirit, in which he led, and the students sung, some four part songs, reflected great credit on all.

The whole establishment is conducted on the principle of a Christian family, presided over with great care and fidelity, as well as sound intelligence. The conduct of the students is reported to be such as to indicate a proper sense of the position they will have to occupy, and of the duties which they will be called upon to fulfil. The health also of the young men has been uninterruptedly good; and all the household arrangements present the same features of regularity, order, and comfort as in past years.

The arrangements for holding the Christmas examinations were the same as on former occasions. The students of the college, with five female teachers in charge of schools, were assembled for examination in the Edinburgh Calton Convening Room, the great extent of which enabled me to separate the limited number of candidates at large intervals between, and all possibility of communication was thereby prevented. Throughout the whole week of the examination the conduct of all in the room was marked by the utmost propriety and honour. The number of students who presented themselves for certificates of merit was 17, all of whom were successful; of second year's students five were placed in the first division, five in the second, and three in the third. The four second year's students have been placed in the second division. Of nine candidates for admission to a normal college, six obtained positions in the first class and three in the second.

In conclusion, I beg to repeat an opinion, which I have expressed for several years, that the students in this college enjoy, in a very large measure, all the advantages which themselves or their friends can desire, and which it is the object of your Lordships' administration to secure for them.

I have the honour to be, &c.

T. WILKINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix No. 3.

Detailed Statement (under Counties) of Sums expended from Parliamentary Grants for Education in Great Britain, in Building, Enlargement, Improvements, or Fixtures of Elementary Schools, to 31 December 1864. Such of these Schools as have *not* also received any Annual Grant are printed in *italic*. Schools which have received Annual Grants only have † prefixed. Schools which have received Grants for Books, Maps, or Apparatus only have ‡ prefixed.

*** *Grants awarded by the Lords of Her Majesty's Treasury (prior to the appointment of the Committee of Privy Council on Education) are marked with an asterisk.*

Extract from the Revised Code.

Article 9. Aid to establish schools is given by grants towards the cost of building, enlarging, improving, or fitting up, elementary school-rooms and dwellings for elementary teachers.

10. Aid to maintain schools is given by grants to the Managers conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

11. The aid given to maintain schools is known as "Annual Grants," being annually payable, at a fixed time, to each school allowed to receive them.

12. No grants are made to schools which are not open to inspection by inspectors appointed by Her Majesty in Council on the representation of the Committee of Council on Education.

20. The duration of the period over which the right of inspection extends depends upon the degree of permanency of the object for which the grant is made.

(*a.*) If the grant is made for erecting, enlarging, or improving a school, the right of inspection is secured by a clause inserted in, or endorsed upon, the school deed, and is co-extensive with the interest conveyed by that deed.

(*b.*) If the grant is annual only, the inspector's visit may at any time be declined by the managers, on forfeiting the grant depending upon it.

ENGLAND.

Note.—N.S. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B.S., with the *British and Foreign School Society*; Wes., *Wesleyan Methodists' Conference*; R.C., *Roman Catholic Poor School Committee*; Par., that it is a *Parochial* School; and P.U., a *Parochial Union* School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	Bedfordshire.		
181	Ampthill - - N.S. 7	180 0 0	1845
	" - - "	59 17 6	1853
	" - - "	35 0 0	1858
	" - - "	10 0 0	1864
181	Ampthill - - B.S. 5	150 0 0	1846
	" - - "	40 0 0	1855
180	Arlsey, St. Peter's - N.S. 10	334 4 0	1857
182	Aspley Guise - N.S. 7	202 0 0	1848
	" " - "	49 10 0	1850
	" " - "	9 0 0	1854
	" " - "	13 0 0	1855
182	†Aspley Guise - B.S. 5		
179	Barford, Great - N.S. 11	115 0 0	1849
	" " - "	98 0 0	1856
179	†Bedford, Hawes St. S. 11		
179	*Biddenham* - - N.S.	*45 0 0	1839
	" - - "	65 0 0	1848
180	Biggleswade - N.S. 11	*150 0 0	1839
	" - "	90 0 0	1844
	" - "	52 5 3	1861
180	†Biggleswade, Boys - B.S. 5		
	† " Girls - B.S. 5		
183	Billington - - N.S. 7	146 0 0	1854
179	*Bletsoe* - - N.S.	100 0 0	1854
180	*Blunham* - - N.S.	52 0 0	1843
184	Caddington Ch. of E. 8	334 0 0	1859
180	Caldecote, Upper - N.S. 11	176 0 0	1861
180	†Clifton, All Saints - N.S. 11		
181	*Clophill* - - N.S.	*50 0 0	1836
179	Colmworth - - N.S.	23 10 0	1841
	" - - "	40 0 0	1845
181	Cranfield - - N.S. 8	*48 0 0	1836
	" - - "	*40 0 0	1839
184	Dunstable - - N.S. 8	*85 0 0	1839
184	†Dunstable - - Wes. 3		
184	†Dunstable, Station End Branch - Wes.		
180	Dunton - - Par. 11	213 0 0	1858
183	Eaton-Bray - N.S. 5	72 0 0	1842
183	Eaton Bray - - Wes.	209 10 0	1862
178	Eaton-Socon - - N.S. 6	30 0 0	1859
	" - - "	531 10 0	1861
182	Eversholt - - N.S. 5	80 0 0	1842
	" - - "	42 2 6	1862
180	*Everton and Tetsworth* - - N.S. *a*	*42 0 0	1837
179	*Felmersham* - N.S.	110 0 0	1846
181	Flitwick - - N.S. 6	38 5 0	1860
179	†Goldington, Infts., Ch. of E. 12		
179	Harrold - - N.S. 7	200 0 0	1847
	" - - "	67 10 0	1861

a Inspection declined.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	BEDFORDSHIRE—*cont.*		
183	Heath and Reach - N.S. 6	100 0 0	1847
	" - - "	166 0 0	1864
180	†Henlow - - N.S. *a*		
182	Hockliffe - - N.S. 7	72 0 0	1845
	" - - "	72 0 0	1854
184	*Houghton Regis* - N.S.	419 0 0	1857
184	†Hyde, East, The Hyde 7		
179	Kempston, Ch. End N.S.	130 0 0	1844
	" " - "	13 10 0	1861
179	Kempston, Up-end, Mixed and Infants' N.S. 11	270 0 0	1855
179	*Keysoe* - - N.S.	32 0 0	1841
	" - - "	10 0 0	1848
183	†Leighton Buzzard, Boys - - B.S. 3		
183	Leighton Buzzard, Infants - - B.S. 3	75 0 0	1840
184	Luton - - N.S. 8	*145 0 0	1835
	" - - "	50 0 0	1849
	" - - "	1,329 0 0	1858
184	†Luton - - Wes. 3		
181	Marston Moretaine and Lidlington - N.S. 7	160 0 0	1848
181	Maulden - - N.S. 7	110 0 0	1850
180	*Meppershall* - N.S. *a*	*40 0 0	1840
186	†Northill - - N.S. 11		
179	†Pavenham - Ch. of E. 7		
171	*Podington* - - N.S.	50 0 0	1842
181	Pulloxhill - - N.S. 7	55 0 0	1845
	" - - "	29 10 0	1854
182	†Ridgmont - Ch. of E. 6		
182	†Ridgmont - - Wes.		
179	*Riseley* - - N.S.	37 0 0	1841
	" - - "	66 0 0	1849
179	Roxton - - N.S. 11	188 0 0	1860
180	†Sandy - - N.S. 11		
181	Shillington - - N.S. 4	302 8 0	1857
181	†Silsoe - Ch. of E. 6		
178	*Staughton, Little* - N.S.	50 0 0	1846
181	†Steppingley - N.S.		
184	*Stopsley* - - N.S.	232 4 0	1858
180	Stotfold - - N.S. 6	110 0 0	1844
	" - - "	45 0 0	1854
	" - - "	38 0 0	1855
182	Tebworth - - N.S. 6	297 0 0	1855
182	†Tebworth - - Wes. 4		
178	*Tilbrook* - - N.S.	142 0 0	1860
182	Toddington - - N.S. 6	439 4 0	1855
182	Toddington - - Wes. 4	477 0 0	1856
179	Turvey, B. and G. - N.S. 8	341 0 0	1848
179	Turvey, Infants - N.S. 8	66 10 0	1841
181	Westoning - - N.S. 7	58 0 0	1841
	" - - "	17 5 0	1855
	" - - "	9 15 0	1857
179	*Wilden, Endowed* - N.S.	101 5 0	1852
179	*Wilshampstead* or *Wilsted* - N.S.	111 0 0	1847
182	†Woburn, Free - B.S. 5		
179	*Yelden* - - N.S.	45 0 0	1846
	" - - "	36 0 0	1847
	BERKSHIRE.		
123	†Abingdon - - N.S. 12		
123	†Abingdon - - B.S. 6		
123	†Abingdon, St. Edmund's - - R.C. 5		
126	†Aldermaston Ch. of E. 5		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	BERKSHIRE—*cont.*		
123	*Appleton* - - N.S.	*35 0 0	1837
128	*Arborfield* - - N.S.	65 0 0	1841
130	Ascot Heath - - N.S. 6	50 0 0	1854
	" - "	316 5 0	1857
	" - "	19 0 0	1858
122	†Ashbury - - N.S. *a*		
125	*Aston-Tyrold* - N.S.	54 0 0	1847
116	†Beech Hill - - N.S. 5		
126	Beenham - - N.S. 5	36 0 0	1841
128	†Berkshire Reformatory, at Three Mile Cross.		
130	†Binfield - Ch. of E. 5		
120	†Boxford - - N.S.		
130	Bracknell - Ch. of E. 6	150 0 0	1855
129	†Bray (or Braywick) N.S. 6		
129	†Bray, Boyne Hill Ch. of E. 6		
129	Bray and Hollyport N.S. 6	104 0 0	1848
	" " - "	148 0 0	1858
125	Brightwell - - N.S. 12	45 0 0	1842
	" - - "	5 18 8	1854
120	†Brimpton - Ch. of E. 5		
130	†Broadmoor Asylum (Children of Servants) - - 5		
122	Buckland - - N.S. 7	321 0 0	1858
126	Burghfield - - N.S. 5	20 10 0	1844
124	*Challow, East* - N.S.	144 0 0	1856
124	†Charlton (Branch of Wantage) - - N.S.		
120	*Chieveley (North Heath)* - - N.S.	*75 0 0	1840
124	Childrey - - Wes.	106 0 0	1857
125	Cholsey - - N.S. 11	*62 0 0	1839
131	†Clewer - - N.S. 6		
122	†Coleshill (Earl of Radnor's).		
129	*Cookham* - - N.S.	368 0 0	1859
129	Cookham Dean - N.S. 6	119 0 0	1847
	" " - "	6 9 0	1855
123	Cumnor - - N.S. 12	434 0 0	1861
124	Denchworth - N.S. 1	87 0 0	1860
	" - "	83 0 0	1862
123	*Drayton* - - N.S.	124 0 0	1848
128	†Earley - - N.S. 5		
121	*Eastbury* - - N.S.	218 0 0	1860
122	†Faringdon, Infant Ch. of E. 1		
122	†Faringdon - - B.S. 2		
122	†Faringdon, Girls - 1		
124	Fawley - Ch. of E. 7	160 16 0	1862
123	†Fyfield - - N.S.		
120	*Greenham* - - N.S.	16 15 0	1859
124	Hampstead Norris - N.S. 7	68 0 0	1847
124	Hanney - - N.S.	165 0 0	1848
	" - - "	12 11 0	1860
124	*Harwell* - - N.S.	*50 0 0	1839
124	†Harwell - - Wes. 6		
124	Hendred, East - N.S. 7	173 0 0	1860
124	Hendred, East, St. Amand's - - R.C. 5	228 12 0	1860
124	Hendred, West - N.S. 7	153 5 8	1854
124	Hermitage - - N.S. 7	35 0 0	1841
	" - - "	10 17 3	1860
123	Hinksey, North Ch. of E.	133 0 0	1858
122	Hinton Waldrist - N.S. 5	*30 0 0	1838
121	†Hungerford - - N.S. 7		

a Inspection declined.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	BERKSHIRE—*cont.*		
121	†Hungerford, New Town Branch - N.S.		
128	Hurst and Ruscombe N.S. 6	140 0 0	1844
129	Knowl Hill - - N.S. 6	110 0 0	1847
	" - - "	116 0 0	1860
121	Lambourne - - N.S. 7	106 0 0	1851
	" - - "	243 0 0	1856
121	†Lambourne - - Wes. 2		
121	†Lambourne, Woodlands - Ch. of E. 7		
122	*Langford* - - N.S.	90 0 0	1847
124	Letcomb Bassett - N.S. 12	106 0 0	1858
124	*Letcomb Regis* - N.S.	166 4 0	1856
129	*Maidenhead, Infant and Sunday* - -	150 0 0	1845
129	Maidenhead - N.S. 6	287 1 3	1864
129	†Maidenhead - B.S. 2		
129	†Maidenhead - Wes. 2		
120	Newbury - - N.S. 7	888 0 0	1860
120	Newbury - - B.S. 2	133 0 0	1840
	" - - "	59 17 6	1861
120	Newbury - - Wes. 2	400 0 0	1856
120	†Newbury - - P.U.		
127	†Reading - - B.S. 2		
127	Reading, St. Giles' - N.S. 10	*150 0 0	1838
127	†Reading, St. John's, Boys and Girls - N.S. 10		
127	†Reading, St. John's, Infants - - N.S. 6		
127	Reading, St. Lawrence's - - Par. 10	250 0 0	1854
127	Reading, St. Mary's N.S. 10	120 0 0	1855
127	†Reading, St. Mary's Episcopal Chapel - N.S. 10		
127	†Reading, Trinity Infant - Ch. of E. 6		
122	†Shrivenham - - N.S. 12		
124	*Sparsholt* - - N.S.	*40 0 0	1839
120	Speen (Stockcross)- Par. 7	293 0 0	1857
	" " - "	36 8 10	1858
126	†Stanford Dingley Ch. of E. 10		
122	Stanford in the Vale N.S. 12	20 0 0	1844
123	Steventon - - N.S. 12	40 0 0	1841
	" - - "	174 10 0	1864
131	Sunningdale - N.S. 6	38 0 0	1842
	" - - "	110 0 0	1854
128	*Swallowfield* Ch. of E.	350 0 0	1855
120	Thatcham - - B.S.	125 0 0	1847
120	Thatcham - - N.S. 7	225 0 0	1843
122	*Uffington* - - N.S.	80 0 0	1852
1 26	†Ufton Nervet - Par. 5		
125	Wallingford - Ch. of E. 5	328 0 0	1862
124	Wantage - - Wes. 2	310 0 0	1858
124	†Wantage, St. Peter's and St. Paul's - N.S. 7		
130	†Warfield - - N.S. 5		
128	*Wargrave, Crazies Hill* - - N.S.	150 0 0	1861
128	†Waxgrave-Piggott - N.S. 5		
120	Welford and Wickham - - N.S. 7	296 0 0	1858
127	*Whitley* - Ch. of E.	289 0 0	1861
131	Windsor, New, Royal Free Industrial - 6	1,050 0 0	1862
131	Windsor, New - B.S. 2	245 0 0	1841
	" " -	40 0 0	1869
131	†Windsor, Old - N.S. 6		
	BERKSHIRE—*cont.*		
131	†Windsor, St. Mark's N.S. 6		
131	†Windsor Park, Royal N.S. 8		
131	Windsor, St. Anne's N.S. 6	274 5 4	1856
	" " - "	48 5 0	1859
131	†Windsor - - P.U.		
130	Winkfield, Industrial - - N.S. 5	*70 0 0	1839
125	Wittenham, Long - N.S.	160 10 0	1858
128	*Wokingham* - - B.S.	*125 0 0	1841
123	†Wytham - - N.S. 10		
	BUCKINGHAMSHIRE.		
151	*Aston Clinton* - N.S.	96 0 0	1849
151	†Aston Clinton - B.S. 6		
151	Aylesbury - - N.S. 1	190 0 0	1847
	" - - "	21 0 0	1855
	" - - "	85 10 0	1860
151	†Aylesbury, Infants - N.S. 1		
151	†Aylesbury - - B.S. 3		
151	Aylesbury, St. John's N.S. 1	151 0 0	1859
	" - -	99 0 0	1863
154	†Beachampton" - N.S.		
148	†Beaconsfield - B.S. 1		
151	Bierton - - N.S. 1	87 0 0	1849
153	*Bletchley* - N.S.	*50 0 0	1840
153	*Brickhill, Little* - N.S.	44 0 0	1841
	" - - "	10 5 0	1862
156	†Brill - - - N.S. 5		
153	†Broughton - Ch. of E. 5		
154	Buckingham - N.S. 6	211 6 4	1857
154	†Buckingham - B.S. 6		
151	*Buckland, All Saints'* N.S.	146 2 6	1864
148	Chalfont, St. Peter's N.S. 11	70 0 0	1848
	" " - "	42 17 6	1848
	" " - "	10 0 0	1862
183	†Cheddington" Ch. of E. 1		
148	Chesham - - N.S. 10	200 0 0	1846
	" - - "	54 0 0	1851
	" - - "	9 9 11	1862
148	†Chesham, Girls - B.S. 6		
148	†Chesham Waterside Ch. of E. 10		
154	†Claydon Park (Middle) - - N.S. 6		
154	†Claydon, Steeple - N.S. 6		
149	Colnbrook and Horton, Boys - - N.S. 11	215 0 0	1846
	" " "	15 0 0	1856
149	Colnbrook and Horton, Girls and Infants - - N.S. 10	395 0 0	1858
153	*Crawley, North* - N.S.	50 0 0	1845
151	Cuddington - - N.S. 1	75 0 0	1846
	" - - "	81 10 0	1863
149	†Datchet - - N.S. 12		
150	†Downley - - Wes. *a*		
151	*Drayton Beauchamp* N.S.	60 0 0	1845
152	*Dunton* - - N.S.	25 0 0	1842
149	†Eton - - P.U.		
149	*Eton, St. John's* - N.S.	554 0 0	1863
149	†Farnham-Royal - N.S. 10		
149	*Fulmer* - - N.S.	50 0 0	1844
	" - - "	50 0 0	1855
149	†Gerrard's Cross - N.S. 11		
152	*Granborough* - N.S.	90 0 0	1854
151	*Haddenham* - B.S.	70 0 0	1851
149	†Hambledon - - N.S. 10		
150	†Hazlemere - - N.S. 11		

a Inspection declined.

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	BUCKINGHAMSHIRE—*cont.*		
150	Huchenden - - N.S. 10	72 0 0	1863
151	*Hulcott* - - N.S.	87 0 0	1856
	" - - "	44 0 0	1858
140	Iver, Boys - - N.S. 12	102 0 0	1849
149	Iver, Girls and Infants - - N.S. 12	100 0 0	1847
150	†Kimble, Great - N.S. 5		
156	†Kingsey - - N.S. 1		
149	Langley Marish - N.S. 7	72 0 0	1848
148	†Latimer - Ch. of E. 10		
153	*Lavendon* - - N.S.	*49 0 0	1838
	" - - "	78 0 0	1853
154	Leckhampstead - N.S.	*60 0 0	1839
	" - "	18 7 6	1860
148	*Lee Common* - N.S.	50 0 0	1848
151	*Leonards, St.* - N.S.	229 12 0	1861
183	Linslade - - N.S. 1	198 0 0	1849
	" - - "	47 11 2	1860
151	Laudershall - - N.S. 5	93 0 0	1847
150	†Marlow, Great - N.S. 11		
150	†Marlow, Little - N.S. 11		
150	‡Marlow - - B.S.		
154	Marsh Gibbon - N.S. 5	120 0 0	1849
	" - "	40 0 0	1851
152	*Marston, North* - N.S.	*60 0 0	1835
147	Marsworth - - N.S. 11	45 0 0	1842
153	*Milton Keynes* Ch. of E.	216 0 0	1861
152	*Mursley* - - N.S.	*25 0 0	1835
152	Nash - - N.S. 5	276 0 0	1857
153	*Newport Pagnell* - B.S.	*90 0 0	1838
153	†Newport Pagnell - N.S. 5		
153	Olney - - N.S. 3	176 0 0	1848
151	Oving - - N.S. 5	85 5 0	1862
148	†Penn Street - - N.S. *a*		
154	Preston Bissett - N.S. 5	243 0 0	1859
151	†Quainton (Endowed) N.S. 1		
153	*Ravenstone* (Endowed) - Ch. of E.	75 7 6	1862
150	*Risborough, Monks* - N.S.	100 0 0	1859
150	*Risborough, Prince's* N.S.	105 0 0	1842
	" " - "	35 0 0	1844
150	Risborough, Prince's B.S. 2	153 0 0	1848
148	Seer Green - - N.S. 11	144 0 0	1860
155	†Skirmett, Infants - N.S.		
183	†Slapton - - Par. 5		
153	Stantonbury - cum-Bradwell - - N.S. 5	965 0 0	1859
152	Stewkley - - N.S. 5	374 18 0	1860
153	*Stoke Goldington* - N.S.	*72 0 0	1840
183	*Stoke Hammond* - N.S.	38 0 0	1844
150	*Stoke Mandeville* - N.S.	60 0 0	1845
149	Stoke Pogis - - N.S. 11	95 0 0	1843
153	Stratford, Fenny - N.S.	312 0 0	1861
166	†Stratford, Stony - N.S. 4		
166	†Stratford, Stony, Infants - - N.S. 4		
166	Stratford, Stony - B.S. 5	22 13 6	1862
152	†Swanbourne - N.S. 6		
149	Taplow - - N.S. 12	74 0 0	1849
	" - - "	92 12 0	1855
154	*Thornborough* - N.S.	42 0 0	1841
156	Towersey - - N.S. 11	60 0 0	1849
164	Turweston - - N.S. 6	165 6 4	1861
150	*Tyler's Green* - N.S.	51 0 0	1844
149	Upton-cum-Chalvey, N.S. 12	64 0 0	1842
	" " - "	290 15 0	1853
	" " - "	5 4 0	1855
	" " - "	94 10 0	1863

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	BUCKINGHAMSHIRE—*cont.*		
151	Waddesdon - - N.S. 1	119 0 0	1849
	" - - "	156 2 0	1860
151	Waddesdon - - B.S. 5	121 0 0	1847
153	†Walton - - N.S. *a*		
153	†Walton and Woughton - - - N.S. 7		
150	†Wendover - - N.S. *a*		
164	Westbury - - N.S. 6	148 17 6	1861
152	*Whaddon* - - N.S. 6	23 0 0	1842
152	†Whaddon, Mr. Selby Lowndes' *b.*		
151	Whitchurch - Wes. 2	170 0 0	1850
183	†Wing - - N.S. 1		
151	*Wingrave and Rowsham* Ch. of E.	100 0 0	1859
152	Winslow - - N.S. 6	*80 0 0	1840
	" - - "	8 7 8	1849
	" - - "	18 10 0	1854
153	†Woburn Sands - N.S. 7		
166	†Wolverton - - N.S. 5		
166	†Wolverton Station - B.S. 5		
152	Wooburn - - N.S. 11	150 0 0	1852
	" - - "	50 0 0	1852
150	†Wycombe, High - P.U.		
150	Wycombe, High - B.S. 2	*400 0 0	1835
	" - - "	54 0 0	1853
159	Wycombe, High - N.S. 11	1,176 0 0	1855
	CAMBRIDGESHIRE.		
190	*Aldreth-in-Haddenham, Daily and Sunday* - - -	*c*20 0 0	1836
188	†Balsham - Ch. of E. 11		
140	Barrington - - N.S. 2	161 0 0	1859
186	*Barton* - - N.S.	15 0 0	1844
	" - - "	12 15 0	1861
140	*Bassingbourne* - N.S.	*60 0 0	1836
140	*Bassingbourne* - B.S.	*60 0 0	1838
189	*Bottisham* - - N.S.	100 0 0	1840
	" - - "	50 0 0	1847
189	*Brinckley* - - N.S.	65 0 0	1845
189	Burwell, Girls - Par. 3	233 11 0	1859
189	†Burwell, Boys Ch. of E. 3		
189	Burwell - - B.S. 3	80 0 0	1847
	" - - "	17 0 0	1862
	" - - "	43 15 0	1863
189	†Burwell, St. Andrew's N.S. 10		
187	Cambridge - - B.S. 3	250 0 0	1840
	" - "	100 0 0	1849
	" - "	114 0 0	1856
187	Cambridge, Barnwell - - N.S. 5	*210 0 0	1838
	" " - "	100 0 0	1848
	" " - "	64 2 8	1852
	" " - "	16 0 0	1856
187	Cambridge, Barnwell Abbey - N.S. 5	605 0 0	1859
187	Cambridge, Industrial - - N.S. 4	106 10 0	1851
	" " - "	95 0 0	1852
187	Cambridge (King-Street) - - N.S. 5	178 0 0	1855
187	*Cambridge (Pound Hill), Infants* Ch. of E.	33 0 0	1855
187	†Cambridge, St. Giles' - - N.S. 5		

a Inspection withdrawn. *b* School closed. *c* School pulled down.

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	CAMBRIDGESHIRE—*cont.*		
187	Cambridge, St. Paul's (Russell St.) N.S. 5	300 0 0	1845
	" " - "	55 18 8	1851
	" " - "	100 0 0	1852
187	*Cambridge, St. Paul's (Union Road), Infants* - N.S.	100 0 0	1846
187	Cambridge, St. Peter's (Castle End) - - N.S. 5	21 0 6	1854
187	†Cambridge, Union Road - - R.C. 11		
185	*Caxton* - - N.S.	201 12 0	1855
191	†Chatteris, Boys - B.S.		
191	†Chatteris, Infants' " 3		
191	*Chatteris, Infants* Ch. of E. *a*	70 0 0	1845
191	†Chatteris, Girls' School - - - 3		
191	Chatteris, Slade Lode, Infants, Ragged - 3	157 0 0	1858
186	*Chesterton* - - N.S.	144 0 0	1844
189	*Cheveley* - - N.S.	140 7 6	1863
186	Comberton - - N.S. 2	75 0 0	1846
	" - - "	4 16 0	1849
	" - - "	31 0 0	1855
177	*Conington* - - N.S.	26 10 0	1842
	" - - "	26 10 0	1849
186	*Coton* - - N.S.	49 0 0	1848
185	*Croydon (near Royston)* - N.S.	254 0 0	1858
186	*Ditton, Fen* - - N.S.	70 0 0	1844
	" - "	27 0 0	1846
189	*Ditton, Wood* - N.S.	133 0 0	1849
188	Duxford - - N.S. 2	168 0 0	1848
	" - - "	20 14 9	1860
193	Elm - - - N.S. 3	259 0 0	1861
185	Elsworth - - N.S. 2	187 0 0	1849
190	Ely (Silver Street) Boys - - N.S. 5	27 15 4	1850
	" - - "	1,179 0 0	1859
190	†Ely, Girls " - N.S. 5		
190	Ely (Broad Street), Infant and Adult - 5	480 0 0	1859
190	*Ely, Stuntney* - N.S.	63 0 0	1854
189	Fordham - - N.S. 3	168 0 0	1849
186	Fulbourn - - N.S. 2	189 5 6	1859
185	*Gamlingay* - - N.S.	160 0 0	1849
185	*Granseden, Little* - N.S.	95 0 0	1848
	" - "	37 0 0	1848
140	Guilden-Morden - N.S. 4	150 0 0	1850
190	†Haddenham - B.S. 3		
190	*Haddenham, Arkenstall's*, Boys, Endowed - Ch. of E.	127 18 0	1863
190	Haddenham, Girls' Industrial - N.S. 3	188 15 4	1862
186	*Horningsea* - - N.S.	40 10 0	1842
188	*Impington* - - N.S.	55 0 0	1847
189	Isleham - - N.S.	230 0 0	1849
188	†Linton - - N.S. 4		
140	Litlington - - N.S. 4	243 0 0	1859
190	Littleport - - N.S. 3	400 0 0	1847
	" - - "	64 13 4	1855
186	*Madingley* - - N.S.	50 0 0	1845
191	†March - - N.S.		
191	†March, Infants - N.S. 7		
140	Melbourn (Ayloffe's) Ch. of E.	90 0 0	1854
186	*Oakington* - - N.S.	*50 0 0	1838
	" - - "	10 0 0	1861
177	Over - - - N.S. 3	111 5 0	1844
	" - - "	65 0 0	1861
177	†Over - - B.S. 3		
185	†Papworth, St. Agnes' - Ch. of E.		
190	Prickwillow - N.S. 3	226 10 0	1864
186	*Rampton* - - N.S.	36 0 0	1846
189	†Reach - Ch. of E. 2		
188	*Sawston* - - N.S.	48 0 0	1842
186	Shelford, Great - N.S. 2	81 0 0	1843
	" " - "	40 0 0	1843
	" " - "	33 0 0	1861
189	Soham - - N.S. 4	473 0 0	1858
186	Stapleford - - N.S. 2	102 0 0	1847
	" - - "	13 1 6	1861
190	Sutton - - N.S. 4	528 10 0	1861
189	*Swaffham-Bulbeck* - N.S.	54 0 0	1841
177	Swavesey - - N.S. 2	100 0 0	1842
	" - - "	123 0 0	1849
	" - - "	93 0 0	1858
186	Teversham - - N.S. 2	199 0 0	1862
175	†Thorney Abbey - N.S. 4		
185	Toft and Caldecote - N.S.	*25 0 0	1835
186	Trumpington - N.S. 4	60 0 0	1844
	" - "	48 10 0	1849
	" - "	18 0 0	1854
	" - "	176 0 0	1858
193	†Tyd, St. Giles' - N.S.		
186	‡Waterbeach - - Par.		
192	Whittlesea, St. Mary's and St. Andrew's - - N.S. 2	190 10 0	1851
	" - - "	200 0 0	1852
	" - - "	19 17 6	1860
188	Whittlesford - N.S. 2	377 0 0	1860
186	*Wilbraham, Little* - N.S.	82 10 0	1850
190	Wilburton - - N.S.	*29 0 0	1839
	" - - "	216 0 0	1855
186	†Willingham - B.S. 3		
193	Wisbeach, Boys - B.S. 4	160 0 0	1841
	" " - "	21 13 4	1854
	" " - "	37 0 0	1855
193	Wisbeach, Girls - B.S. 4	150 0 0	1849
196	†Wisbeach, Infants - B.S. 4		
193	Wisbeach, St. Peter's, Boys - N.S. 7	34 18 10	1853
	" " - "	17 6 0	1856
193	*Wisbeach, St. Peter's, Girls and Infants* - - N.S.	204 0 0	1861
190	Witchford - - N.S. 2	10 0 0	1862
188	Wratting (West) - N.S. 2	287 0 0	1861
	CHESHIRE.		
458	Acton - - N.S. 6	315 0 0	1845
	" - - "	165 0 0	1850
	" - - "	102 13 4	1856
453	Adlington - - N.S. 10	158 0 0	1859
453	†Adlington (Whitley Green), St. Stephen's - - N.S. 10		
453	†Alderley Edge - B.S. 2		
453	†Alderley, Endowed, Boys' - - - 10		

a School closed.

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	CHESHIRE—*cont.*		
453	†Alderley (Lady Stanley's of Alderley), Girls Ch. of E. 10		
453	Alderley (Over) - N.S. 10	25 0 0	1842
457	†Alsager - - N.S. 3		
454	†Altrincham - - Wes.		
454	†Altrincham - - R.C. 6		
454	Altrincham, St. George's, Jubilee - - N.S. 11	648 18 9	1861
454	†Altrincham and Bowdon Downs - B.S. 1		
455	†Alvanley - Ch. of E. 11		
455	*Antrobus* - - N.S.	50 0 0	1844
	" - - "	97 3 6	1860
455	†Appleton - - N.S. 5		
454	†Arley, Middle - N.S. 5		
457	Astbury - - N.S. 3	116 0 0	1842
	" - - "	150 0 0	1855
458	Audlem, Mixed - N.S. 6	65 10 0	1846
	" " -	3 8 0	1849
458	†Audlem, Boys - Par.		
459	*Backford* - - N.S.	100 0 0	1845
456	Barnton - - N.S. 5	226 0 0	1845
	" - - "	39 0 0	1860
458	Barthomley - - N.S. 10	152 0 0	1849
460	†Bebington, Higher, St. Peter's - N.S. 2		
460	Bebington, Lower - N.S. 2	*75 0 0	1836
458	Bickerton - - N.S. 12	45 0 0	1842
	" - - "	30 0 0	1844
460	Bidstone - - N.S. 2	*53 0 0	1839
	" - - "	55 0 0	1855
460	*Bidston, Moreton* Ch. of E.	226 0 0	1861
460B	Birkenhead - - Wes. 1	954 0 0	1858
460B	‡Birkenhead (Argyle Street), Infants - N.S.		
460B	‡Birkenhead (Back Chester Street) - N.S.		
460B	‡Birkenhead (Market Street) - - N.S.		
460B	Birkenhead (Holy Trinity) - - N.S. 1	300 0 0	1844
	" " "	120 0 0	1846
	" " "	56 0 0	1855
	" "	20 0 0	1856
460B	Birkenhead, Holy Trinity, Ch. of E. 1	400 0 0	1852
	" " - -	100 0 0	1852
460B	‡Birkenhead (Priory Street), Girls and Infants - - N.S.		
460B	†Birkenhead, St. Andrew's, - - Pres. 1		
460B	Birkenhead, St. Anne's - - N.S. 1	262 0 0	1850
460B	Birkenhead, St. James' - Ch. of E. 1	499 10 0	1862
460B	Birkenhead, St. John's - - N.S. 1	480 0 0	1847
460B	†Birkenhead St. Mary's - Ch. of E. 1		
460B	*Birkenhead, St. Mary's* - - R.C.	1,101 0 0	1857
460B	†Birkenhead, St. Patrick's - - R.C. 6		
460B	†Birkenhead, St. Werburgh's - R.C. 6		

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	CHESHIRE—*cont.*		
453	Bollington, Day and Evening - - N.S. 10	*250 0 0	1839
	" " "	50 0 0	1852
	" " "	324 0 0	1856
453	Bollington - - Wes. 2	256 0 0	1858
453	Bollington Cross - N.S. 10	241 0 0	1845
454	Bollington (near Rostherne) Ch. of E. 11	197 0 0	1858
453	Bosley - - N.S. 10	216 0 0	1859
459	Boughton, St. Paul's N.S. 4	661 4 0	1858
	" - -	170 10 0	1861
454	Bowdon (or Altrincham, and Bowdon, St. Margaret's) - N.S. 11	162 0 0	1858
454	Bowdon, Hale Barns N.S. 11	228 10 0	1862
457	†Bradwell Reformatory		
452	Bredbury, St. Mark's N.S. 9	322 10 0	1850
460B	†Brighton, New - N.S. 2		
453	Broken Cross, St. Thomas' - - N.S. 10	59 0 0	1849
	" " "	41 0 0	1857
455	Budworth, Great Ch. of E. 6	540 0 0	1858
457	Buglawton - - N.S. 3	230 0 0	1844
	" - - "	3 0 0	1853
	" - - "	25 0 0	1859
458	Bunbury, Aldersey, Endowed - - N.S. 11	50 0 0	1857
	Bunbury, Girls - N.S. 11	47 17 6	1862
460A	Burton, Bishop Wilson's - - N.S. 2	93 0 0	1860
454	†Carrington, Earl Stamford's - N.S. 11		
474	†Castle Hall (Staleybridge) - - N.S. 9		
456	Castle Northwich Ch. of E. 6	225 0 0	1860
452	Cheadle - - N.S. 10	*90 0 0	1857
	" - - "	68 12 6	1861
459	Chester, Christ's Church - - N.S. 4	150 0 0	1842
	" " "	7 12 0	1849
	" " "	21 0 0	1856
	" " "	17 0 0	1861
459	†Chester, Consolidated Girls' - - 4		
459	†Chester, Grosvenor, St. John's - - N.S. 4		
459	†Chester, Kale Yard, Infants' - - 4		
459	Chester, Model - 3	200 0 0	1845
	" - -	116 0 0	1860
459	†Chester, Ragged and Industrial - 2		
459	Chester (St. John's Street) - - Wes. 10	500 0 0	1860
459	Chester, St. Mary's N.S. 4	516 0 0	1847
	" " "	4 13 0	1848
	" " "	172 0 0	1857
459	†Chester, St. Mary's (Handbridge) Ch. of E. 4		
459	†Chester, St. Olave Street, Ragged - 2		
459	Chester, St. Oswald's (Diocesan) - N.S. 4	170 0 0	1856
459	†Chester, St. Werburgh's - - R.C. Christleton - - Par. 4	208 16 0	1857

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	CHESHIRE—*cont.*		
457	Church Lawton, Boys and Girls - N.S. 3	105 0 0	1844
	" "	12 13 4	1856
457	†Church Lawton, Girls' Industrial *a*		
459	*Clutton* - - N.S.	*50 0 0	1838
452	†Compstall, St. Paul's N.S. 9		
457	Congleton, St. James' Boys, Girls and Infants - - N.S. 3	300 0 0	1845
	" " "	12 5 0	1849
	" " "	52 1 8	1852
	" " "	4 0 0	1852
	" " "	298 8 9	1861
457	†Congleton, St. Peter's (North Street) - N.S. 3		
457	Congleton, St. Stephen's - - N.S. 3	367 0 0	1849
457	†Congleton (Wagg Street) - - Wes. 2		
457	†Congleton, Infants - Wes. 2		
458	*Coppenhall, Infants* N.S.	36 0 0	1843
	" - - "	17 6 8	1856
458	Coppenhall - - N.S. 10	464 0 0	1862
458	Cotebrook - - N.S. 5	30 0 0	1848
	" - - "	53 11 3	1863
457	†Cranage, Blue Coat - N.S. 6		
458	†Crewe - - N.S. 10		
458	Crewe - - Wes. 11	359 10 0	1862
458	†Crewe - - R.C.		
458	†Crewe Green Ch. of E. 10		
456	Dane Bridge - N.S. 5	529 4 0	1855
456	Davenham - - N.S. 5	864 0 0	1857
456	Delamere Forest - N.S. 4	150 0 0	1847
	" " - "	26 0 0	185
454	†Disley - - N.S. 9		
474	†Dukinfield, Factory B.S. 12		
474	Dukinfield, Moravian - - 12	352 2 6	1853
474	Dukinfield, St. John's N.S. 9	600 0 0	1845
	" " "	14 17 6	1856
	" " "	50 17 6	1860
474	Dukinfield, St. Mark's - - N.S. 9	496 0 0	1848
	" " "	42 0 0	1850
	" " "	56 13 4	1855
	" " "	107 10 0	1857
474	Dukinfield, St. Mark's, "Lower," Infants N.S.	113 0 0	1859
454	Dunham Massey, St. Margaret's - N.S. 11	756 0 0	1858
460A	Eastham - - N.S. 2	316 1 1	1855
453	†Eaton, Ch. Ch. - N.S. 10		
460A	Ellesmere Port - N.S. 2	45 0 0	1845
457	Elworth, St Peter's N.S. 6	80 0 0	1849
458	*Faddiley* - - N.S.	124 0 0	1850
459	†Farndon - - Par.		
459	†Flookersbrook - N.S. 4		
455	†Frodsham, Endowed Grammar - N.S. 4		
455	Frodsham, Girls and Infants - N.S. 4	*100 0 0	1837
	" " - "	73 10 0	1852
	" " - "	26 0 0	1852
452	†Gee Cross - - N.S. 9		
474	Godley-cum-Newton Green - - N.S. 10	456 0 0	1849
	" " - "	17 0 0	1858
456	Goostrey - - N.S.	300 0 0	1857

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	CHESHIRE—*cont.*		
466	Grappenhall - N.S. 5	156 0 0	1846
	" - "	35 0 0	1851
	" - "	45 0 0	1855
455	†Halton - - Par. 3		
455	†Halton, Grammar - - *3*		
452	Handforth - - N.S.	175 0 0	1845
459	†Handley - Ch. of E.		
456	Hartford - - N.S. 5	*78 0 0	1834
	" - - "	50 0 0	1838
	" - - "	21 17 0	1858
	" - - "	37 10 0	1861
458	Haslington - - N.S. 10	648 0 0	1860
457	†Hassell Green - Wes. 2		
452	†Hatherlow - - B.S. 11		
452	†Hazel Grove - Wes. 11		
455	Helsby - - N.S.	100 0 0	1847
453	†Henbury - Ch. of E. 10		
474	Hollingworth - N.S. 10	222 0 0	1846
	" - "	18 0 0	1856
	" - "	5 15 0	1862
460	Hoyle Lake - - N.S. 2	70 0 0	1844
	" - "	9 8 6	1854
	" - "	68 10 8	1854
	" - "	109 0 0	1856
457	†Hulme Walfield - N.S.		
453	Hurdsfield, Upper Girls - - N.S. 10	400 0 0	1841
	" " - "	50 0 0	1844
	" " - "	20 0 0	1845
453	Hurdsfield, Lower, Boys and Infants N.S. 10	350 0 0	1845
	" " - "	6 8 0	1851
	" " - "	19 6 0	1856
459	Huxley - - N.S. 4	54 0 0	1851
452	†Hyde, Flowery Field - - 2		
452	Hyde, St. George's - N.S. 9	*300 0 0	1836
52	†Hyde, St. Paul's - R.C. 6		
452	†Hyde, St. Thomas' Ch. of E. 9		
459	*Kelsall, St. Philip's* N.S.	60 0 0	1846
453	*Kettleshulme* - N.S.	207 0 0	1856
455	*Kingsley* - - N.S.	120 0 0	1847
	" - - "	59 5 0	1853
460A	†Kirby West - - N.S. 2		
454	†Knutsford - - Par. 11		
454	†Knutsford, Girls Ch. of E. 11		
454	†Knutsford (Lady Egerton's) - Ch. of E. 11		
466	Latchford, Infants - N.S. 5	100 0 0	1844
	" " - "	15 16 0	1854
457	*Lees* - - N.S.	*35 0 0	1839
456	Leftwich, Infants - N.S. 5	45 0 0	1842
454	Legh, High - Ch. of E. 11	18 1 6	1859
458	Leighton and Minshull-Vernon - N.S.	78 0 0	1841
	" " - "	21 0 0	1845
	" " - "	78 0 0	1850
	" " - "	185 17 10	1862
454	†Lindow Common - B.S. 2		
460B	Liscard - - N.S. 2	150 0 0	1842
460B	†Liscard, St. Alban's R.C. *a*		
456	Lostock Gralam - N.S. 6	120 0 0	1852
	" " - "	20 16 0	1864
454	†Lymm - - N.S. 6		
453	†Macclesfield, Ch. Ch., Boys - - N.S. 10		

a Inspection withdrawn.

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	CHESHIRE—*cont.*		
453	Macclesfield, Ch.Ch. Girls and Infants N.S. 10	200 0 0	1841
	" " "	175 0 0	1846
	" " "	56 17 4½	1856
	" " "	24 18 0	1859
	" " "	194 1 6	1860
453	Macclesfield, Ch.Ch. (Crompton Road) N.S. 10	232 0 0	1850
	" " "	21 6 8	1857
453	†Macclesfield, "Mill Street" - Wes. 2		
453	Macclesfield, Old Ch. or Town - - N.S. 10	34 0 0	1846
	" " "	20 0 0	1847
	" " "	22 0 0	1856
	" " "	77 15 0	1860
453	†Macclesfield, St. Alban's - - R.C. 6		
453	Macclesfield, St. Paul's - - N.S. 10	417 0 0	1851
	" " "	6 2 8	1856
	" " "	16 6 0	1857
453	Macclesfield, St. Peter's - N.S.	405 0 0	1846
	" "	31 3 4	1856
363B	†Macsfen - Ch. of E. 10		
363B	†Malpas (Allport's Endowed) - N.S. 11		
	Marleston-cum-Lache - - N.S.	a* 20 0 0	1838
	Marple - - N.S. 10	*160 0 0	1838
452	Marple (High Lane) N.S. 10	152 0 0	1847
	" "	69 2 6	1864
456	Marton - " - N.S. 10	46 0 0	1843
454	†Mere (Mrs. Langford Brooke's) - N.S. 11		
456	Middlewich - - N.S. 6	*70 0 0	1835
	" - "	1,111 10 0	1855
456	†Middlewich - - Wes.		
458	†Minshull (Church) N.S. 10		
457	Mossley - - N.S.	250 0 0	1845
474	Mottram-in-Longdendale - - N.S. 7	20 13 0	1853
	" "	65 0 0	1864
456	Moulton - - N.S. 5	38 0 0	1843
458	Nantwich - - N.S. 6	*240 0 0	1838
	" - "	55 0 0	1850
	" - "	119 15 6	1855
458	Nantwich - - Wes.11	500 0 0	1857
	" - "	51 5 0	1863
460	Neston - - N.S. 2	837 0 0	1861
460	†Neston (Little), General 1		
460A	†New Ferry - - N.S. 2		
474	Newton-in-Mottram N.S. 10	500 0 0	1843
	" - "	36 0 0	1847
452	Norbury - - N.S.	20 0 0	1845
	" - "	61 0 0	1853
	" - "	44 0 0	1855
	" - "	88 0 0	1862
454	*Northenden* - - N.S.	40 0 0	1841
456	†Northwich - - Wes. 10		
457	†Odd Rode, Girls' - - 3		
456	†Oulton Park - - N.S. 12		
456	Over - - N.S. 6	628 0 0	1859
456	†Over Lane - - Wes. 10		
460B	Oxton - - N.S. 2	517 6 8	1853
	" - "	25 0 0	1855
460A	Parkgate - Ch. of E. 2	144 0 0	1860
458	Portwood - - Wes. 11	1,284 0 0	1859
	CHESHIRE—*cont.*		
453	†Poynton, Lord Vernon's - - 10		
453	*Rainow* - - N.S.	150 0 0	1843
	" - "	20 0 0	1853
	†Rode Heath, Girls - 3		
452	Romiley - - N.S. 10	588 0 0	1860
454	†Rostherne - - N.S. 11		
456	†Rudheath - - N.S. 5		
455	†Runcorn - - N.S. 3		
455	Runcorn - - Wes. 10	486 0 0	1849
	" - "	23 10 0	1857
455	Runcorn, Holy Trinity - - N.S. 3	308 0 0	1848
	" "	53 0 0	1856
455	Runcorn Weston Ch. of E. 3	167 15 0	1864
454	Sale, St. Anne's, Ch. of E. 11	239 3 9	1853
454	†Sale, Township - B.S. 1		
459	Saltney-cum-Lache N.S. 4	22 0 0	1854
	" " - "	40 0 0	1855
	" " - "	129 0 0	1856
457	Sandbach - - N.S. 6	250 0 0	1842
	" - - "	40 0 0	1848
	" - - "	180 10 0	1850
	" - - "	125 13 4	1856
459	†Saughall, Great - N.S. 4		
460	Seacombe - - Wes. 10	735 0 0	1856
454	*Shadow Moss* - - N.S.	*30 0 0	1840
454	Sharstone - - N.S. 11	28 15 0	1858
453	Siddington and Capesthorne - - N.S. 10	150 0 0	1843
	" - "	171 10 0	1856
457	Smallwood - " - N.S. 3	100 0 0	1846
	" - - "	10 10 0	1855
	" - - "	50 0 0	1860
474	Staley Millbrook, St. James's - - N.S. 7	256 0 0	1848
474	Staley, St. Paul's - N.S. 9	315 0 0	1842
	" - "	185 0 0	1843
	" " - "	100 0 0	1852
474	†Staleybridge, Factory B.S. 3		
474	†Staleybridge, St. Peter's - - R.C. 6		
452	Stockport - - B.S. 11	250 0 0	1845
452	Stockport - - N.S. 9	40 0 0	1858
452	Stockport - - R.C. 6	1,089 0 0	1859
452	†Stockport Ragged and Industrial - - 2		
452	Stockport, St. Peter's N.S. 9	212 0 0	1845
	" - "	35 0 0	1846
452	Stockport, St. Thomas' - - N.S. 9	*560 0 0	1837
	" " - "	*190 0 0	1837
	" - "	11 10 0	1849
455	†Stockton Heath Ch. of E. 5		
455	†Stretton - - N.S. 5		
460	†Sutton-in-Eastham N.S. 2		
453	Sutton (Higher), St. James' - - N.S. 10	*150 0 0	1841
453	Sutton, St. George's N.S. 10	250 0 0	1845
	" - "	13 6 8	1849
453	*Sutton, St. George's Infant and Sunday* - -	*400 0 0	1836
454	†Tabley (Nether) Ch. of E. 11		
458	Tarporley - - N.S. 6	304 0 0	1849
	" - - "	26 6 0	1855
459	Tarvin - - N.S. 3	*77 0 0	1840
	" - - "	323 2 0	1859
459	Tattenhall - - N.S. 12	560 0 0	1855
453	Taxal and Fernilee N.S.	214 0 0	1848

a School no longer exists.

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	CHESHIRE—*cont.*	£ s. d.	
459	†Tilston - - Ch. of E. 12		
454	Timperley - - N.S. 11	471 0 0	1856
474	Tintwistle - - N.S. 10	*195 0 0	1839
	" - - "	100 0 0	1848
	" - - "	13 17 4	1853
	" - - "	5 0 0	1857
474	Tintwistle - - B.S. 12	200 0 0	1840
460B	Traumere, Limekiln Lane - Ch. of E. 2	150 3 4	1854
	" " "	145 7 6	1862
460B	Traumere, St. Catherine's - - N.S. 2	774 12 0	1860
459	Upton, St. Mary's - N.S. 4	70 0 0	1843
460	†Upton (Overchurch) Ch. of E. 2		
458	Utkinton - - N.S. 5	45 0 0	1845
474	†Vale House - Ch. of E.		
460B	†Wallasey, Girls' Ch. of E. 2		
458	†Warmingham Ch. of E. 10		
456	Weaverham - - N.S. 5	400 0 0	1857
455	†Weston - - Wes. 10		
456	Wharton - - N.S. 5	165 0 0	1847
	" - - "	33 0 0	1855
	" - - "	13 0 0	1857
	" - - "	5 10 0	1858
	" - - "	210 0 0	1860
456	†Whitegate, Girls - 12		
454	Wilmslow Dean Row - - B.S. 2	281 15 10	1862
454	†Wilmslow, Independent - - 2		
454	†Wilmslow, The Oak (Styal) - - B.S. 2		
456	Winsford, Weaver Navigation - N.S. 5	150 0 0	1846
	" " - "	3 0 0	1859
456	‡Winsford - - Wes.		
456	Witton - - N.S. 6	26 0 0	1855
	" - - "	167 10 0	1857
459	Woodbank - - N.S.	*30 0 0	1834
457	Woodcock's Well (Mow Cop) - N.S. 3	345 18 0	1859
453	Woodford - - N.S.	123 0 0	1848
458	Worleston - - N.S. 6	40 0 0	1853
458	†Wybunbury, Delve's Charity - - - 6		
458	†Wybunbury, Girls Ch. of E. 6		
	CORNWALL.		
307	*Agnes, St.* - - B.S.	a*250 0 0	1839
	" - - "	126 10 0	1840
301	Altarnun - - N.S. 5	*32 0 0	1837
309	†Ashton, Infant - - -		
306	*Austell, St.* - - B.S.	*100 0 0	1835
306	Austell, St. - - N.S. 8	*150 0 0	1837
	" - - "	25 0 0	1856
307	Baldhu - - N.S. 7	120 0 0	1848
306	Blazey, St. - - N.S. 8	200 0 0	1845
	" - - "	12 0 0	1849
	" - - "	135 19 3	1857
304	†Bodmin - - N.S. 7		
304	†Bodmin - - Wes. 3		
309	Boscastle - - N.S. 5	50 0 0	1844
311	Bottoms, St. Levan Wes. 2	228 0 0	1850
309	Breage, St. - - N.S. 7	*125 0 0	1840
	" - - "	30 0 0	1845
	" - - "	20 0 0	1850

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	CORNWALL—*cont.*	£ s. d.	
300	†Breward, St. - N.S. 5		
299	†Budehaven - Ch. of E. 5		
308	†Budock - - N.S. 6		
311	Buryan, St. - - N.S. 7	34 17 2	1850
	" - - "	6 13 6	1853
	" - - "	97 10 0	1858
303	Callington - - N.S. 4	120 0 0	1842
303	Calstock - - N.S. 4	430 0 0	1858
310	Camborne - - N.S. 7	225 0 0	1845
	" - - "	61 17 0	1856
	" - - "	32 0 0	1861
310	Camborne - - B.S. 3	*150 0 0	1835
	" - - "	78 13 4	1856
300	Camelford - - N.S. 5	200 0 0	1854
304	*Cardynham* - N.S. *b*	*50 0 0	1839
309	†Carnmenellis - N.S. 6		
312	†Carn Thomas, St. Mary's - - N.S. 7		
307	Chacewater - - N.S. 7	180 0 0	1848
	" - - "	20 0 0	1855
	" - - "	68 0 0	1863
302	†Clowance - - N.S. 6		
308	Constantine - - B.S. 3	*70 0 0	1838
	" - - "	38 13 4	1855
	" - - "	8 5 0	1855
	" - - "	5 0 0	1858
	" - - "	76 10 0	1863
309	Crowan, Girls - N.S. 6	112 0 0	1845
305	‡Cubert - Ch. of E.		
309	†Cury - - Ch. of E. 6		
310	*Cusgarne* - - N.S.	60 0 0	1844
	" - - "	24 0 0	1860
307	Devoran - - N.S. 6	65 0 0	1847
302	Devyock - - N.S.	80 0 0	1845
	" - - "	34 0 0	1850
303	Dominick, St. - N.S.	210 12 0	1859
311	Erth, St. - - Par. 7	80 0 0	1841
	" - - "	20 0 0	1850
	" - - "	10 5 0	1855
	" - - "	57 6 0	1864
305	Ervan, St. - - N.S.	200 0 0	1856
306	†Ewe, St. - - N.S. 8		
308	Falmouth - - N.S. 6	12 8 6	1863
308	†Falmouth - - B.S. 3		
308	‡Falmouth, Girls, New B.S.		
307	Feock, St. - - N.S. 6	65 0 0	1847
307	*Gerrans* - - Par.	133 16 0	1863
309	*Grade and Ruan Minor* - - N.S.	170 0 0	1860
306	Grampound (with Creed) - - N.S. 8	166 10 0	1854
311	Gulval - - N.S. 7	111 12 6	1862
309	‡Gunwallce - - Ch. of E.		
310	Gwennap (Church Town) - - N.S. 6	*42 0 0	1840
	" " " - "	14 1 4	1851
	" " " - "	11 11 0	1857
310	†Hayle, Copperhouse Wes. 2		
310	†Hayle, Foundry - - 2		
309	†Helstone - - N.S. 6		
309	Helstone - - Wes. 3	293 6 6	1858
302	Hessenford, St. Ann's - - N.S.	7 17 8	1850
310	Illogan, Boys and Girls - - - N.S. 8	81 0 0	1846
	" " - - "	8 10 8	1859
303	Ive, St. - - N.S. 1	45 10 0	1845
	" - - "	20 0 0	1844

a School in ruins.

b Inspection withdrawn.

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	CORNWALL—*cont.*		
311	†Ives, St. - - Wes. 2		
311	*Ives, St.* - - N.S.	300 0 0	1847
311	†Ives, St., St. John's N.S. *a*		
311	Just, St. - - N.S.	193 0 0	1848
311	Just, St. - - Wes. 2	155 0 0	1849
307	Kenwyn, St. George's - - N.S. 8	299 4 0	1858
299	Kilkhampton - N.S. 5	20 8 0	1858
299	*Kilkhampton* - Wes.	126 0 0	1858
302	Landulph - - Par. 1	17 15 6	1859
299	*Launcells* - - N.S.	60 0 0	1844
301	Launceston and St. Thomas' - - N.S. 5	*200 0 0	1840
	" " - "	10 0 0	1849
301	Launceston - - B.S. 3	*100 0 0	1837
303	Lerrin - - N.S.	120 0 0	1846
301	†Lewannick - - Wes. 4		
301	*Lezant* - - N.S.	70 0 0	1848
303	Liskeard, Boys - B.S. 3	*125 0 0	1835
	" " - "	54 0 0	1856
303	†Liskeard, Infants - B.S. 3		
311	Ludgvan - - N.S. 6	*90 0 0	1836
308	†Mabe - - N.S. 6		
304	*Mabyn, St.* - - N.S.	168 0 0	1847
311	†Marazion (Sir C. Cole's) - - - 7		
299	†Marham Church Ch. of E.		
307	†Mawes, St. - Ch. of E. 8		
307	†Mawes, St. - - Wes. 3		
309	†Mawgan, St., Village 6		
309	†Mawgan, St., (in Meneage) - - - 6		
308	†Mawnan, Village - - 6		
302	†Mellion, St. - Ch. of E.		
303	Menheniot - - N.S. 1	20 4 2	1858
303	Merrymeet - - N.S. 1	50 0 0	1846
303	†Morval Parish - - 1		
299	*Morwinstow* - N.S.	70 0 0	1845
311	Mousehole - - Wes. 2	243 0 0	1848
	" - - "	19 13 4	1851
	" - - "	7 16 8	1853
	" - - "	15 0 0	1856
308	†Mylor Bridge - N.S. 6		
303	*Neot, St.* - - N.S.	117 0 0	1864
305	Newlyn - - Wes. 2	406 0 0	1859
306	*Par, Biscovey* - N.S.	87 15 0	1863
311	†Paul, St. - - N.S. 8		
303	Pelynt - - N.S.	75 0 0	1843
311	Pendeen - - N.S. 7	241 10 0	1851
309	†Penrose - Ch. of E.		
308	Penryn - - N.S. 6	*150 0 0	1838
	" - - "	10 5 0	1860
308	Penryn - - Wes. 3	144 0 0	1850
	" - - "	83 0 0	1855
303	†Pensilva - - N.S. 1		
311	Penzance - - N.S. 7	*340 0 0	1835
311	†Penzance - - Wes. 2		
311	†Penzance, St. Paul's, Infants - Ch. of E. 7		
307	*Perranzabuloe* - N.S.	90 0 0	1844
310	†Phillack (Boys) - N.S. 7		
307	Philleigh - - Par. 8	78 14 6	1861
302	†Pillaton - - N.S.		
303	Polruan - - N.S. 1	80 0 0	1845
309	Porthleven - - N.S. 7	81 0 0	1846
	" - - "	71 5 0	1860
307	†Probus - - Par. 6		
302	*Quethiock* - - N.S.	*32 0 0	1840
	" - - "	34 10 0	1860

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	CORNWALL—*cont.*		
310	†Redruth - - N.S. 8		
303	†Rilla Mill - - B.S. 4		
309	†Ruby Mine		
302	Saltash - - N.S. 11	91 10 0	1842
311	Sancreed - - N.S. 7	140 0 0	1844
	" - - "	50 0 0	1845
312	†Scilly Isles, St. Mary's - - N.S. 7		
302	†Sheviocke - Ch. of E. 1		
303	*South Hill* - - N.S.	140 5 0	1864
306	†Stephen's, St. (St. Austell) - - N.S. 8		
301	Stoke Clymsland - N.S. 5	250 0 0	1853
	" " - "	15 0 0	1854
	" " - "	9 0 0	1855
301	*Stoke Clymsland Luckett* - - N.S.	150 10 0	1864
299	Stratton - - N.S. 5	180 0 0	1849
302	Tideford - - N.S. 1	119 0 0	1849
300	*Tintagel* - - N.S.	143 3 10	1855
302	†Torpoint - Ch. of E. 4		
312	†Tresco (Scilly) - N.S. 7		
310	†Trevenson (The Basset) - - N.S. 8		
316	Trevenson-Pool - N.S. 8	81 0 0	1846
	" " - "	42 0 0	1857
307	Truro, Fairmantle Street (late Cornwall Central) - N.S. 8	36 0 0	1857
307	†Truro, St. John's, Infant - - 8		
307	Truro, St. Mary's - N.S. 8	*120 0 0	1836
307	Truro - - B.S. 3	*300 0 0	1839
307	Truro, Exeter, Female Practising 8	368 0 0	1859
310	Tuckingmill, All Saints' - - N.S.	120 0 0	1846
304	†Tudy, St. - Ch. of E. 6		
306	Tywardreath - N.S. 8	150 0 0	1842
	" - "	30 0 0	1849
304	†Wadebridge, Day - B.S. 3		
310	†Wall - - Wes. 2		
301	*Warbstow* - - N.S.	*30 0 0	1837
309	*Wendron* - - N.S. *a*	*90 0 0	1837
305	Wenn, St. - - N.S. 6	100 0 0	1857
311	*Zennor* - - - N.S.	69 0 0	1841
	CUMBERLAND.		
569	Allhallows - Ch. of E. 2	199 0 0	1855
	" - - "	33 17 0	1856
	" - - "	35 8 3	1858
569	*Allonby* - - B.S.	100 0 0	1841
564	Alston - - N.S. 4	75 0 0	1844
	" - - "	70 0 0	1845
	" - - "	22 7 6	1852
	" - - "	25 0 0	1854
	" - - "	7 10 0	1854
564	†Alston Charity, undenominational - - 6		
569	Aspatria - - N.S. 3	15 0 0	1854
571	†Bees, St. - - N.S. 5		
569	†Blencogo - Ch. of E.		
569	†Blennerhasset Dissenting 5		
569	Bolton - - N.S. 2	264 0 0	1854
570	Bothel - - N.S. 2	236 0 0	1859
569	†Bowness - - N.S.		
570	†Braithwaite - - N.S.		

a Inspection declined.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	CUMBERLAND—*cont.*		
566	Brampton - - N.S. 10	647 0 0	1857
566	†Brampton - Eng. Pres.		
570	†Brigham - - N.S. 5		
570	Broughton, Great		
	Ch. of E. 4	112 10 0	1847
	" " - " -	30 15 0	1860
569	†Caldbeck - " - " - 2		
568	Cargo - Ch. of E. 12	116 0 0	1856
	" - - "	97 0 0	1858
568	Carlisle - - B.S. 5	*300 0 0	1835
	" - - "	54 0 0	1855
568	†Carlisle, Central - N.S. 10		
568	Carlisle, Ch. Ch. - N.S. 10	165 0 0	1842
	" " - "	100 0 0	1847
	" " - "	60 0 0	1853
568	†Carlisle, Education		
	Society's - - 10		
568	Carlisle, Holy Trinity N.S. 10	145 10 0	1843
	" " - "	25 0 0	1845
	" " - "	26 0 0	1852
568	Carlisle, St. Patrick's R.C. 6	64 0 10	1855
568	†Carlisle, St. Stephen's - - N.S. 10		
568	†Carlisle, Shaddon Works - Ch. of E. 10		
568	Carlisle (The Fawcett) - - N.S. 10	334 0 0	1851
	" " - "	18 6 4	1853
571	†Cleator - - N.S.		
571	†Cleator Mill - - B.S. 5		
570	Clifton - - N.S. 4	494 8 0	1859
570	Cockermouth - N.S. 4	170 0 0	1845
	" - "	81 15 0	1855
	" - "	38 3 0	1855
570	†Cockermouth, St. Joseph's - - R.C. 8		
568	Cotehill - Ch. of E.	97 10 0	1855
568	Crosby-on-Eden - N.S. 1	66 10 0	1845
	" - "	50 0 0	1846
	" - "	22 13 4	1854
570	Cross Canonby Ch. of E. 10	223 0 0	1863
570	†Crosthwaite - - N.S. 5		
570	†Crosthwaite, Free Grammar - 5		
566	*Cumrew* - - N.S.	50 0 0	1846
	- - "	7 0 0	1846
568	†Dalston - Ch. of E. 3		
565	*Dacre* - - N.S.	*40 0 0	1836
570	‡Dearham - Ch. of E.		
570	*Dovenby* - - N.S.	100 0 0	1845
569	*Drumburgh* - - N.S.	*45 0 0	1836
569	*Fingland* - - N.S.	*30 0 0	1838
570	‡Flimby - - N.S.		
571	*Frizington* - - N.S.	*25 0 0	1839
564	‡Garrigill Gate - B.S.		
565	†Greystoke - - N.S.		
571	†Harrington Ch. of E. 10		
571	†Hensingham - N.S.		
565	†Hesket-in-the-Forest Par.		
564	‡High Plains - - B.S.		
569	†Holme Cultram, Abbey Town - N.S. 2		
569	‡Holme Cultram, Aldoth - - N.S.		
569	*Holme Cultram, St. Cuthbert's* - N.S.	70 0 0	1845
569	†Holmehead - - B.S. 5		
568	‡Houghton - Ch. of E.		
565	†Howrigg - Ch. of E. 2		
565	†Hutton Mar- Ch. of E. 2		
569	†Ireby, Grammar - 5		
572	†Irton - - N.S. 5		
568	*Ive Gill* - - B.S.	*30 0 0	1840
570	†Keswick, St. John's N.S. 5		
565	Kirkoswald - - N.S. 1	298 7 0	1857
566	*Lanercost Island* Ch. of E.	119 0 0	1863
566	Laversdale - Ch. of E. 3	284 0 0	1857
565	†Lazonby - - N.S. 2		
564	†Leadgate-in-Alston N.S. 4		
567	Longtown, United - 5	430 0 0	1858
570	Maryport - - N.S. 10	396 0 0	1848
	" - - "	30 10 0	1855
570	Maryport - - B.S. 5	100 0 0	1846
	" - - "	15 0 0	1849
	" - - "	20 0 0	1853
	" - - "	14 3 2	1859
565	Melmerby - Ch. of E. 1	313 8 0	1861
572	*Millom* - - N.S.	194 0 0	1858
565	†Mungrisdale - 2		
564	†Nent Hall - Ch. of E. 4		
566	*Newby* - - N.S.	50 0 0	1853
570	‡Newlands - - N.S. *a*		
569	†Newton, West, St. Matthew's - N.S. 3		
565	*Ousby, St. Luke's* - N.S.	80 0 0	1857
565	Penrith - - Wes. 5	234 15 0	1852
565	Penrith - - B.S. 5	200 0 0	1848
	" - - "	38 0 0	1856
565	Penrith - - N.S. 2	431 0 0	1858
570	‡Plumbland - - N.S.		
568	†Raughton Head Ch. of E.		
565	Salkeld, Great - N.S. 1	283 0 0	1856
567	*Scaleby* - - N.S.	40 0 0	1847
568	Scotby - Nat. & Par. 3	174 0 0	1863
569	Silloth, St. Paul's - N.S. 3	426 0 0	1859
568	Stainton - Ch. of E. 2	103 15 0	1864
568	†Stanwix, Reformatory.		
568	Stanwix - - N.S. 10	*55 0 0	1839
	" - - "	100 0 0	1844
	" - - "	55 0 0	1845
	" - - "	19 18 8	1848
	" - - "	25 0 0	1849
	" - - "	45 0 0	1849
	" - - "	13 6 8	1851
	" - - "	40 10 0	1853
	" - - "	18 0 0	1856
	" - - "	18 0 0	1858
566	Talkin - Ch. of E. 11	282 0 0	1859
569	‡Thursby, Endowed.		
572	*Thwaites* - Ch. of E.	122 7 6	1864
569	Uldale, Grammar - 5	54 0 0	1857
568	Upperby - - N.S. 11	174 0 0	1854
568	†Warwick - - B.S. 5		
571	†Wasdale, Nether Village - - 5		
565	*Watermillock Grammar* - - -	170 12 0	1861
569	†Westward - Ch. of E.		
568	Wetheral, Village Ch. S. 11	90 0 0	1855
571	†Whitehaven - P.U.		
571	†Whitehaven, St. Mary's - - R.C.		
571	Whitehaven, St. Nicholas' - - N.S. 11	213 0 0	1847
	" " "	10 6 0	1857

a Inspection withdrawn.

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	CUMBERLAND—*cont.*		
571	Whitehaven, Holy Trinity - - N.S. 11	*200 0 0	1837
	" " "	75 0 0	1848
	" " "	206 6 8	1852
569	†Wigginby - - N.S. 3		
569	*Wigton* - - B.S.	*210 0 0	1834
569	†Wigton - - N.S. 3		
569	†Wigton, St. Cuthbert's - - R.C. 6		
570	Workington, Free Ch. of E. 11	1,215 0 0	1862
570	Workington, St. John's - Ch. of E. 10	516 9 0	1861
570	†Workington - R.C. 6		
568	†Wreay - - N.S. 12		
	DERBYSHIRE.		
446	Alfreton - - N.S. 11	350 0 0	1848
447	†Alkmonton - - N.S. 11		
446	Allestree - - N.S. 6	207 0 0	1856
444	Alvaston and Boulton - - Ch. of E. 3	335 0 0	1860
447	†Ashbourne - - N.S. 4		
449	†Ashford - - N.S. 6		
448	†Ashover Hill Ch. of E. 8		
444	Aston-on-Trent - N.S. 3	54 0 0	1845
449	Bakewell - - N.S. 6	137 5 0	1848
450	Bamford - - N.S. 5	62 10 0	1842
449	†Baslow, Ch. Ch. - N.S.		
509	Beighton and Hackenthorpe - - N.S. 8	367 0 0	1855
446	Belper - - N.S. 6	536 0 0	1849
446	†Belper - - P.U.		
446	†Belper - - Wes. 11		
447	†Bentley (Fenny) - Ch. of E.		
447	*Biggin, St. Thomas'* N.S.	150 0 0	1849
448	Bolsover - - N.S.	40 0 0	1845
	" - - "	70 0 0	1848
447	†Bonsall - Ch. of E. 6		
444	†Borrowash, Infants - N.S.		
374	Boylestone - - N.S.	90 0 0	1846
448	Brackenfield - - N.S. 6	70 0 0	1845
	" - - "	35 0 0	1847
	" - - "	4 4 0	1847
	" - - "	13 13 0	1855
	" - - "	2 10 0	1857
447	†Brailsford - - N.S. 7		
448	Brampton, St. Thomas' - - N.S. 8	36 0 0	1861
447	†Brassington - N.S. 6		
444	*Breaston* - - N.S.	144 0 0	1857
448	Brimington - - N.S.	75 0 0	1841
375	‡Broughton (Church) N.S.		-
450	†Buxton, Endowed - N.S.		
450	*Buxton* - - Wes.	92 10 0	1851
450	†Castleton (Boys) - N.S. 5		
450	†Castleton (Girls) - N.S. 5		
450	Chapel-en-le-Frith - N.S. 5	*105 0 0	1840
	" " - "	8 17 0	1847
	" " - "	17 0 0	1853
451	Charlesworth - N.S. 5	250 0 0	1851
451	†Charlesworth - B.S. 10		
448	Chesterfield, Victoria N.S. 8	160 0 0	1848
	" " - "	30 0 0	1855

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	DERBYSHIRE—*cont.*		
448	Chesterfield, Old Trinity - - N.S. 7	50 0 0	1847
	" " - "	124 5 0	1862
448	†Chesterfield - R.C.		
450	*Chinley* - - B.S.	*40 0 0	1835
448	†Clay Cross Iron Works - - 10		
448	†Clay Cross, St. Bartholomew's - Par. 6		
447	†Clifton - Ch. of E.		
438	Codnor, Girls' and Infants' - - N.S. 2	550 0 0	1860
438	Codnor and Loscoe, Boys' - - N.S. 11	67 0 0	1842
	" " - "	52 0 0	1856
	" " - "	121 0 0	1860
446	Crich - - N.S. 5	250 0 0	1848
	" - - "	34 8 10	1859
449	Darley, South - Ch. of E. 8	131 16 8	1862
445	Derby - - B.S. 10	450 0 0	1844
	" - - "	55 0 0	1856
445	Derby, All Saints' - N.S. 7	*160 0 0	1837
	" " - "	311 0 0	1852
	" " - "	9 0 0	1857
445	†Derby, Canal Street Wes. 10		
445	Derby, Ch. Ch. - N.S. 7	250 0 0	1852
	" " - "	3 12 6	1857
	" " - "	6 15 0	1858
445	Derby, Curzon St. - N.S. 7	355 0 0	1842
	" " - "	40 0 0	1845
	" " - "	12 0 0	1846
	" " - "	20 0 0	1849
	" " - "	13 6 8	1850
	" " - "	7 0 0	1851
	" " - "	8 19 0	1853
445	Derby, Holy Trinity N.S. 7	250 0 0	1841
	" " - "	306 0 0	1851
	" " - "	70 0 0	1853
445	†Derby, King Street - Wes. 10		
445	Derby, Practising - 10	277 0 0	1855
	" " - -	105 15 0	1864
445	Derby Ragged and Industrial - - -	372 0 9	1859
445	Derby, St. Alkmund's N.S. 7	211 0 0	1853
445	†Derby, St. Andrew's N.S. 8		
445	†Derby, St. Joseph's - R.C.		
445	†Derby, St. Mary's - R.C. 4		
445	†Derby, St. Michael's N.S. 8		
445	Derby, St. Paul's - N.S. 7	234 15 0	1852
445	Derby, St. Peter's (Bag Lane), Inf. - N.S. 7	*85 0 0	1840
445	Derby, St. Peter's (Devonshire St.) N.S. 7	*125 0 0	1839
	" " " "	15 13 4	1859
	Derby, St. Peter's, Rose Hill District Ch. of E.	275 0 0	1864
445	Derby, St. Peter's (Siddal's Lane), Infants - - N.S. 7	a*160 0 0	1834
445	Derby, St. Peter's (Traffic St.) - N.S. 7	b124 0 0	1847
	" " - "	8 0 0	1860
507	*Dore* - - N.S.	20 0 0	1846
374	†Doveridge, Girls - N.S. 11		
444	Draycott and Wilne Par. 2	386 0 0	1854
	" - - "	40 10 0	1863
446	Duffield, Endowed - N.S. 7	21 0 0	1855

a For Siddal's Lane and Traffic Street Schools.
b For repairing Bag Lane, Siddal's Lane, Devonshire Street, and Traffic Street Schools.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	DERBYSHIRE—*cont.*		
444	Eaton, Little - N.S. 11	50 0 0	1842
	" " - "	15 0 0	1849
	" " - "	20 0 0	1849
444	Eaton, Long - N.S. 11	243 18 9	1863
450	†Edale - - N.S. 5		
449	†Edensor - - N.S. 6		
449	†Eyam - - N.S. 5		
449	†Eyam, Infant - Ch. of E. 8		
451	*Glossop* - - B.S.	a*225 0 0	1836
451	†Glossop, All Saints - R.C. 6		
451	Glossop (Duke of Norfolk's) - - B.S. 10	31 11 3	1859
451	†Glossop, Dinting Vale, Printworks - B.S.		
448	†Grassmoor, Hasland 8		
451	†Hadfield - - Ch. of E. 5		
451	†Hadfield - - Wes. 10		
437	†Hardwick - - N.S.		
449	†Hassop and Calver - R.C. 4		
449	Hathersage - Ch. of E. 5	304 0 0	1859
449	†Hathersage - - Wes. *b*		
451	Hayfield, Town's - N.S. 5	*116 0 0	1839
446	Hazlewood - - N.S.	69 0 0	1846
446	Heage - - N.S. 10	68 0 0	1841
	" - - "	70 2 5	1859
438	Heanor - - N.S. 6	220 0 0	1848
	" - - "	40 8 0	1856
448	†Heath - - Ch. of E. 10		
450	†Hope - - Ch. of E. 5		
446	Horsley, Endowed - N.S. 2	24 13 4	1849
	" - - "	10 7 0	1857
451	†Howard Town - Wes. 10		
447	†Hulland - - N.S. 11		
438	Ilkeston - - B.S. 10	200 0 0	1846
	" - - "	86 0 0	1860
438	Ilkeston - - N.S. 8	131 5 0	1851
	" - - "	279 8 0	1861
446	Ironville - - N.S. 11	490 0 0	1852
447	*Kniveton* - - N.S.	53 0 0	1849
446	*Langley (Kirk)* - N.S.	40 0 0	1845
446	Lea, Public - - 10	512 5 0	1860
444	*Littleover* - - N.S.	70 0 0	1845
447	†Longford - - Par. 5		
375	†Lullington - Ch. of E. 4		
449	Matlock Bath - N.S. 2	205 0 0	1854
414	Measham - - N.S. 3	*20 0 0	1837
	" - - "	60 0 0	1847
	" - - "	28 0 0	1851
	" - - "	57 6 6	1853
444	Melbourne - - N.S. 4	54 0 0	1858
451	†Mellor, Methodist Free Church - - 10		
375	‡Mickleover - Ch. of E. *c*		
449	Middleton - - N.S. 5	75 0 0	1846
	" - - "	20 16 0	1859
	" - - "	59 10 0	1864
449	†Middleton (Stoney) N.S.		
446	†Milford - - B.S. 10		
449	†Monyash - - N.S.		
446	*Morley* - - N.S.	17 1 9	1850
448	Newbold with Dunstan - - Ch. of E. 8	292 12 6	1863
375	Newhall - - N.S. 4	357 10 0	1864
451	Newmills - - N.S. 5	300 0 0	1846
451	†Newmills - - Wes.		
451	†New Mills - - B.S. 10		

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	DERBYSHIRE—*cont.*		
375	†Newton-Solney - N.S.		
437	*Normanton (South)* N.S. *c*	*64 0 0	1839
444	†Normanton - Ch. of E. 8		
507	Norton, Greenhill - N.S. 8	46 0 0	1844
444	Ockbrooke - - N.S. 2	200 0 0	1850
	" - - "	11 0 0	1855
	" - - "	16 10 0	1858
444	†Osmaston - - N.S. 4		
447	†Parwich - - N.S. 4		
446	‡Pentrich - - N.S.		
437	†Pleasley Works - B.S. 12		
414	†Ravenstone - - N.S.		
446	Riddings - - N.S. 11	345 0 0	1845
448	Ridgeway - - N.S.	*80 0 0	1837
446	†Ripley - - Wes.		
446	Ripley - - N.S. 6	800 0 0	1856
	" " - "	200 0 0	1857
	" " - "	185 7 6	1864
444	Sawley - - N.S. 11	415 0 0	1860
375	Scropton - - N.S. 4	80 0 0	1853
	" - - -	31 5 0	1861
444	†Shardlow - - Par.		
438	Shipley and Cotmanhay - - N.S. 2	436 10 0	1860
	" " - "	55 0 0	1862
437	*Shirebrook* - - N.S.	83 5 0	1852
448	Shirland - - N.S.	133 10 0	1851
447	Shirley - - N.S. 4	62 0 0	1845
	" - - "	26 6 8	1856
446	Smalley, Boys - N.S. 11	35 0 0	1848
	" " - "	10 0 0	1858
	" " - "	4 5 0	1858
448	*Smalley, Girls* - N.S.	153 0 0	1848
448	†Spink Hill, St. Mary's R.C. 4		
444	Spondon - - N.S. 11	183 0 0	1840
437	†Stainsby - Ch. of E. 11		
444	Stanton-by-Dale Abbey - - N.S. 8	263 0 0	1854
	" - - "	12 0 0	1858
375	†Stapenhill - " - N.S. 4		
448	Staveley - - N.S. 6	200 0 0	1844
448	†Staveley Works - Ch. of E. 6		
374	†Sudbury (Lady Vernon's) - - N.S. 11		
375	†Swadlincote - - N.S. 4		
446	†Swanwick - Ch. of E. 11		
449	Tansley - - N.S.	60 0 0	1842
	" - - "	60 0 0	1849
	" - - "	43 14 0	1858
437	†Tibshelf - - N.S. 6		
449	Tideswell - - N.S. 5	235 0 0	1847
	" - - "	50 0 0	1850
446	*Turnditch* - - N.S.	75 0 0	1847
448	*Wessington* - - N.S.	13 0 0	1859
	" - - "	16 14 6	1859
451	Whitfield - - N.S. 5	300 0 0	1848
448	*Whittington (Webster's Endowed)* - Par.	144 0 0	1849
436	†Whitwell - Ch. of E. 11		
446	Wirksworth - - N.S. 5	234 0 0	1852
	" - - "	56 0 0	1859
448	†Woodthorpe - Ch. of E. 6		
447	Yeaveley - - N.S. 4	26 10 6	1842
	" - - "	32 0 0	1847

a School pulled down, and part of proceeds of sale of material, with interest (165*l.* 8*s.* 1*d.*), repaid to the Lords of Her Majesty's Treasury.

b Closed in 1854.

c Inspection not desired.

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	DEVONSHIRE.		
297	Appledore - - N.S. 11	130 0 0	1844
	" - - "	6 6 8	1852
297	†Appledore - - Wes. 11		
283	*Ashburton, Infants* N.S	*38 0 0	1838
281	†Ashcombe - - N.S.		
295	*Ashford* - Ch. of E.	75 4 0	1858
296	*Ashreigney* - - N.S.	361 16 0	1861
281	*Ashton* - - N.S.	*37 0 0	1839
285	Aveton-Gifford - N.S. 10	463 4 0	1858
280	Awliscombe - - N.S.	*36 0 0	1840
279	Axminster - - N.S. 3	158 0 0	1850
279	Axmouth - - N.S. 3	8 11 4	1853
	" - - "	10 10 0	1856
283	†Babbiscombe - N.S. 12		
295	Barnstaple - - N.S. 5	*100 0 0	1835
295	†Barnstaple - - R.C. 7		
295	Barnstaple - - Wes. 11	499 0 0	1859
295	†Barnstaple, Blue Coat Boys, Endowed - N.S. 5		
295	Barnstaple, Holy Trinity - - N.S. 5	345 0 0	1849
295	†Barnstaple, St. Mary Magdalene - N.S. 5		
291	*Beaworthy* - - N.S.	*25 0 0	1834
295	Berryn Arbor - N.S.	126 0 0	1848
283	†Bickington Ch. of E. 5		
286	†Bickleigh (Plymouth) - - N.S. 4		
293	*Bickleigh (Tiverton)* N.S.	55 0 0	1842
	" - - "	4 13 4	1853
297	Bideford - - B.S. 11	*240 0 0	1837
	" - - "	86 1 7	1856
297	Bideford, Longbridge N.S. 11	125 0 0	1849
283	†Bishop's Teignton Ch. of E. 2		
285	*Blackawton* - - N.S. *a*	*37 0 0	1836
283	†Boxey, North - N.S. 10		
283	†Bovey Tracey - B.S. 1		
283	Bovey Tracey - N.S. 3	*87 0 0	1835
293	Bradninch - - N.S. 4	*99 0 0	1838
	" - - "	25 0 0	1850
	" - - "	27 18 0	1855
281	†Bramford Speke, Village - - N.S. 10		
281	†Brampford Wood, Reformatory.		
291	*Bratton Clovelly* - N.S. *b*	*65 0 0	1838
295	Bratton Fleming - N.S.	65 0 0	1841
	" " - "	10 6 0	1859
291	Bridestow and Sourton - - Ch. of E.	159 0 0	1863
284	†Bridgetown - - 1		
284	Brixham, End. - Ch. of E. 2	50 0 0	1854
284	†Brixham, Girls' - 2		
284	†Brixham, Infants - N.S. 2		
284	†Brixham - - B.S. 1		
281	†Broadclyst - - N.S. 3		
284	Buckfastleigh - N.S.	189 0 0	1842
284	*Buckfastleigh* - B.S.	*170 0 0	1835
286	Buckland (Egg) - N.S. 4	133 0 0	1848
290	*Buckland Monachorum* - Ch. of E.	150 0 0	1859
294	Buckland, West - N.S.	70 0 0	1846
	" " - "	20 0 0	*1847
	" " - "	20 0 0	1854
286	*Budeaux, St.* - N.S.	*40 0 0	1837
314	Burlescombe - Ch. of E. 4	364 0 0	1860
294	Burrington - - N.S. 4	332 0 0	1857

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	DEVONSHIRE—*cont.*	£ s. d.	
293	*Butterleigh* - - N.S.	26 0 0	1844
293	*Cadeleigh* - - N.S.	40 0 0	1842
294	†Castle Hill - - N.S. 5		
291	Chagford - - Par. 3	128 12 6	1861
291	†Chagford, Infant - N.S. 3		
294	Charles - Ch. of E. 5	80 0 0	1860
292	*Cheriton, Bishop* - N.S.	*25 0 0	1838
293	Chevithorne - Ch. of E. 4	250 0 0	1857
294	†Chittlehampton - N.S. 5		
283	Chudleigh - - N.S. 11	799 16 0	1858
294	*Chunleigh* - - B.S. *c*	*50 0 0	1836
292	*Colebrooke* - - N.S. *a*	*140 0 0	1835
292	†Coleridge - - N.S.		
293	Collumpton - - N.S. 4	21 0 0	1853
279	Colyton - - N.S. 3	*92 0 0	1836
281	*Colyton Rawleigh* - N.S.	60 0 0	1841
295	Combmartin - N.S. 5	104 15 6	1854
286	Cornwood - - N.S. 3	315 0 0	1860
281	Countess Wear - N.S. 12	100 0 0	1854
314	Culmstock - - N.S.	*70 0 0	1840
290	†Dartmoor Prison - N.S. 4		
284	†Dartmouth, St. Petrox - - N.S. 11		
283	†Dawlish - - N.S. 2		
282	Devon and Exeter, Central - - N.S. 10	1,595 0 0	1858
282	†Devon and Exeter Infant - - 10		
289	Devonport, Royal Naval and Military Free - - 10	653 0 0	1849
	" " - -	250 0 0	1854
	" " - -	35 0 0	1857
	" " - -	40 0 0	1858
289	Devonport, St. James' N.S. 11	863 16 0	1864
289	†Devonport, St. Mary's N.S. 11		
289	†Devonport, St. Stephen's - - N.S. 11		
289	†Devonport, St. Joseph's - - R.C. 7		
284	Dittisham - - N.S. 2	75 0 0	1844
	" - - "	17 10 0	1847
296	†Dolton, Boys - N.S. 4		
295	*Down, West* - N.S.	50 0 0	1842
291	†Drewsteignton - N.S. 3		
281	†Dunsford - - N.S. 11		
293	†Elmore - - B.S. 2		
286	Ermington - - N.S. 4	69 10 0	1841
	" - - "	75 0 0	1848
291	*Exbourne* - - N.S.	*60 0 0	1840
282	*Exeter*, St. Sidwell's Independent or Grosvenor Independent. *d* - -	*150 0 0	1837
282	†Exeter - - N.S. 10		
282	†Exeter, Episcopal Charity - - N.S. 10		
282	Exeter, Mint Lane Wes. 2	300 0 0	1848
	" " - "	35 0 0	1854
282	†Exeter, St. David's - Par. 10		
282	Exeter, St. James' - N.S. 10	200 0 0	1845
	" " - "	13 16 0	1853
	" " - "	8 0 0	1854
282	Exeter, St. Sidwell's N.S. 10	467 0 0	1854
	" - - "	33 0 0	1856
281	Exeter, St. Thomas' Par. 10	325 0 0	1862
281	†Exeter, St. Thomas' P.U.		

a Inspection not desired.
c School given up.

* Inspection refused.
d Removed from Inspection.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	DEVONSHIRE—*cont.*		
282	†Exeter, City Workhouse - - P.U.		
281	*Exminster* - - N.S.	354 0 0	1859
281	†Exmouth - - N.S. 12		
280	Exwick - - N.S. 11	255 0 0	1860
294	*Filleigh, Castle Hill* N.S.	217 17 6	1864
283	†Furrough Cross Sch. - 1		
296	†Giles, St., in the Wood - - N.S. 4		
290	†Gulworthy (Duke of Bedford's) - - 4		
293	Halberton - - N.S. 4	100 0 0	1845
	" - - "	9 18 0	1852
	" - - "	40 0 0	1854
	" - - "	156 0 0	1856
291	*Hampton, High* - N.S.	*35 0 0	1835
284	†Harberton - - N.S. 12		
284	*Harberton Ford* - N.S.	137 0 0	1850
297	†Hartland - - N.S. 5		
291	Hatherleigh - N.S. 10	*112 0 0	1839
281	†Heavitree - - Par. 11		
283	†Highweek - New Par. 11		
298	*Hollacombe* - - B.S. *a*	*45 0 0	1836
284	Holne - - N.S. 11	5 18 3	1860
298	Holsworthy - - Wes. 4	150 15 0	1852
298	Holsworthy - - N.S. 5	100 0 0	1847
	" - - "	15 0 0	1855
280	Honiton - - N.S. 3	273 7 6	1862
280	Honiton - - B.S. *b*	*150 0 0	1834
286	†Hooe, West - - N.S. 4		
290	Horrabridge, Secular - 10	59 8 0	1861
284	Huish, North - N.S. 2	63 0 0	1846
	" " - "	12 13 4	1857
291	*Iddesleigh and Dowland* - N.S.	219 10 0	1860
281	Ide - - - N.S. 11	275 0 0	1862
295	†Ilfracombe - - B.S. 11		
295	Ilfracombe - - N.S. 5	228 0 0	1857
295	†Ilfracombe, St. Philip and St. James's - N.S. 5		
295	*Instow* - - N.S.	117 0 0	1856
286	†Ivybridge - Ch. of E. 3		
290	†Kelly - Ch. of E. 5		
281	†Kenn - - Ch. of E. 11		
293	†Kentisbeare - N.S.		
281	†Kenton - - N.S. 11		
285	Kingsbridge and Dodbrooke - B.S. 10	103 0 0	1842
	" " "	100 0 0	1845
	" " "	31 0 0	1854
285	Kingsbridge and Dodbrooke - N.S. 10	134 0 0	1850
283	Kingskerswell, St. Mary's - - N.S. 2	280 0 0	1856
283	King's Teignton Ch. of E. 2	188 0 0	1848
	" " - "	3 12 6	1854
	" " - "	65 0 0	1864
290	†Lamerton - - N.S.		
283	†Lensden - - N.S. 11		
240	*Lew Trenchard* - N.S.	66 10 0	1842
295	Loxhore - - N.S. 5	40 0 0	1843
281	†Lympston - - N.S. 12		
295	Lynton - - N.S. 5	100 0 0	1843
281	Mamhead (*see* Ashcombe) - - N.S.		
283	Manaton - Ch. of E. 3	101 0 0	1859
284	*Marldon* - - N.S.	144 0 0	1864
295	†Marwood, Endowed		
283	Marychurch, St. - N.S. 2	87 6 0	1860

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	DEVONSHIRE—*cont.*		
290	Mary-Tavy, St. - N.S. 5	*c*100 0 0	1837
290	*Mary-Tavy, St.* - B.S.		
290	*Meavy* - - N.S.	*25 0 0	1837
	" - - "	30 0 0	1846
279	*Membury* - - N.S.	51 0 0	1842
	" - - "	10 0 0	1848
296	†Merton - - N.S. 4		
290	†Milton Abbot (Duke of Bedford's), Boys' Free - - N.S. 4		
290	Milton Abbot, Girls' N.S. 4	60 0 0	1848
285	*Modbury* - - N.S.	*100 0 0	1836
	" - - "	77 0 0	1854
294	†Molton, North - N.S. 5		
294	†Molton, South - N.S. 5		
294	Molton, South, Infants' - - - 11	400 0 0	1861
294	†Molton, South - Wes. 11		
292	†Morchard, Bishop's Ch. of E. 10		
297	Northam - - N.S. 11	*90 0 0	1836
286	*Nos-Mayo* - - N.S.	100 0 0	1844
	" - - "	11 0 0	1849
294	*Nympton Bishop's* - N.S. *d*	50 0 0	1842
280	†Offwell - - N.S.		
291	Okehampton - - N.S. 5	*82 0 0	1837
	" - - "	44 0 0	1855
280	†Ottery St. Mary's - N.S. 3		
284	Paignton - - N.S. 2	84 0 0	1846
	" - - "	5 10 0	1854
	" - - "	100 0 0	1864
297	*Parkham* - - N.S.	35 0 0	1859
290	Peter Tavy, Village - 5	128 0 0	1860
301	*Petherwyn, North* - N.S.	80 0 0	1845
295	Pilton - - N.S. 5	*100 0 0	1841
287	Plymouth (Charles Parish) - - N.S. 3	600 0 0	1847
	" " - "	26 5 5	1851
	" " - "	8 6 8	1856
	" " - "	882 12 0	1857
287	Plymouth, Ch. Ch. - N.S. 3	177 0 0	1850
	" " - "	4 6 8	1857
	" " - "	4 0 0	1858
287	Plymouth, Public Free - - B.S. 10	95 15 0	1849
	" " - "	300 0 0	1851
	" " - "	80 13 4	1854
	" " - "	14 0 0	1855
	" " - "	208 13 2	1862
287	Plymouth, Holy Trinity - - N.S. 3	270 0 0	1855
	" - - "	252 11 6	1859
287	†Plymouth, St. Andrew's Chapel - N.S. 4		
287	Plymouth, St. Andrew's (Catherine Street and Princess Street) - N.S. 3	515 5 0	1864
287	†Plymouth, St. Boniface, Boys - R.C. 6		
287	†Plymouth, St. James' Ch. of E. 4		
287	†Plymouth, St. Peter's N.S. 4		
287	†Plymouth, Grey Ch. of E. 4		
286	†Plympton, St. Mary's, Ridgway District N.S. 4		
286	Plymstock - - N.S. 4	55 12 6	1857
290	†Raddon Chapel - N.S. 5		
284	†Rattery - Ch. of E. 11		

a School not existing. *b* Inspection not desired.
c This grant was originally made to St. Mary-Tavy, B.S. *d* School closed.

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	DEVONSHIRE—*cont.*		
294	*Rose Ash* - - N.S.	65 0 0	1847
285	Salcombe, near Kingsbridge - - N.S. 10	150 0 0	1848
293	*Sampford Peverell* N.S. *a*	100 0 0	1850
292	†Sandford - - N.S. 10		
279	†Seaton (Sir W. Trevelyan's) - - - 3		
296	*Shebbeare* - - N.S.	*30 0 0	1836
280	†Sidmouth - - Par. 3		
280	Sidmouth, All Saints' N.S. 3	161 0 0	1849
293	Silverton - - N.S. 10	111 0 0	1848
281	†Starcross - - N.S. 11		
284	Stoke Gabriel - N.S. 2	50 0 0	1843
	" " - "	4 10 0	1853
	" " - "	17 0 0	1857
289	Stoke Damerel, Public 10	*90 0 0	1836
	" " "	130 0 0	1862
283	Stokenham - - N.S. 10	272 0 0	1858
288	†Stonehouse - - Wes.		
288	Stonehouse, East - N.S. 3	17 6 8	1852
	" " - "	7 5 0	1856
288	†Stonehouse, St. Mary's R.C. 6		
287	Sutton-on-Plym - N.S. 4	202 5 0	1861
295	†Swimbridge - - Par. 5		
290	†Tavistock - - B.S. 10		
290	Tavistock - - N.S. 4	415 0 0	1847
295	*Tawton Bishop's* - N.S.	66 10 0	1843
291	*Tawton, North, Infants* - Ch. of E.	195 0 0	1858
283	†Teignmouth - B.S. 11		
283	†Teignmouth, East and West - - Par. 3		
283	†Teignmouth - Wes. *a*		
293	Thorverton - - N.S. 4	140 0 0	1843
286	*Tipton, St. John's* - N.S.	50 0 0	1843
293	Tiverton - - N.S. 4	138 0 0	1858
293	†Tiverton - - B.S. 2		
293	†Tiverton (Bampton Street), Infants - B.S. 2		
281	†Topsham - - Wes. 1		
281	Topsham, Somasters N.S. 12	476 0 0	1861
283	Tor, Yonge - - N.S. 2	250 0 0	1847
	" " - - "	36 0 0	1847
	" " - - "	15 6 5	1853
	" " - - "	47 0 0	1854
	" " - - "	47 0 0	1860
298	*Torrington, Black* - N.S.	*40 0 0	1836
296	*Torrington, Great* - B.S. *b*	*150 0 0	1835
283	†Torquay, Abbey Road, Public 1		
283	Torquay - - N.S. 2	100 0 0	1860
283	Torquay, Boston Fields, N.S. 2	85 0 0	1856
	" " - "	39 0 0	1859
283	†Torquay, Holy Trinity - - N.S. 3		
286	†Turnchapel, Infants N.S. 4		
293	†Uffculme - - N.S.		
293	†Uplowman - - N.S. 4		
280	Up-Ottery - - N.S.	125 0 0	1844
283	Upton, Ellacombe, Infants - - N.S. 11	142 10 0	1862
281	†Upton Pyne - - N.S. 10		
294	*Warkleigh* - - N.S.	47 10 0	1847
296	Wear Gifford - - N.S. 4	198 0 0	1860
281	Whimple - - N.S. 3	96 0 0	1850
293	*Willand* - - N.S.	70 0 0	1845
296	Winkleigh - - N.S. 4	64 0 0	1841
294	Witheridge - - N.S. 4	95 0 0	1847
	" - - "	20 0 0	1859
293	†Withleigh - - N.S.		
281	*Withycombe Rawleigh* - - N.S.	40 0 0	1842
	" " "	49 5 10	1845
281	†Woodbury (Broadmead's), Endowed - 1		
283	Woolborough - N.S. 2	150 0 0	1844
	" " "	10 0 0	1850
	" " "	9 17 4	1857
296	Yarnscombe - - N.S. 4	51 0 0	1848
	DORSETSHIRE.		
278	*Allington* - - N.S.	*80 0 0	1839
275	*Alton Pancras* - N.S.	75 0 0	1847
	" " - "	25 0 0	1848
275	†Athelhampton - B.S. 4		
277	†Beaminster, Girls - N.S. 8		
318	*Black Down* - N.S.	82 0 0	1847
270	Blandford, Boys - N.S. 2	130 0 0	1847
	" " - "	14 13 4	1852
	" " - "	12 10 0	1859
270	Blandford, Girls - N.S. 2	63 0 0	1858
270	*Blandford*, Whitcliff Mill St. - - B.S.	150 0 0	1841
275	†Bradford Peverell Ch. of E. 6		
278	†Bradpole - - N.S. 8		
275	Bredy (Long), and Kingston Russell N.S. 6	157 0 0	1856
	" " "	141 0 0	1858
278	Bridport, General (Boys, Girls, and Infants) - - - 4	261 0 0	1850
	" " - -	18 0 0	1853
	" " - -	500 0 0	1855
	" " - -	55 15 4	1858
	" " - -	61 0 0	1862
275	*Broadmayne* - N.S.	48 0 0	1846
277	Broadwindsor - N.S.	150 0 0	1844
275	Buckland, Newton Ch. of E. 2	268 0 0	1858
273	*Burton, East* - N.S.	38 0 0	1843
268	Cann, St. Rumbold's - - 11	70 0 0	1846
275	Cattistock - - N.S. 8	*45 0 0	1841
275	†Cerne Abbas - N.S. 7		
279	Chardstock, Industrial N.S. 3	*100 0 0	1839
	" " "	150 0 0	1850
	" " "	600 0 0	1859
279	†Charmouth - - N.S. 3		
276	†Chetnole - - N.S. 1		
278	Chideock - - N.S.	117 0 0	1849
269	Child-Okeford - N.S.	80 0 0	1847
276	Compton, Nether and Over - - N.S. 1	114 0 0	1849
	" - - "	7 13 4	1853
273	†Corfe Castle - " - N.S. 7		
273	Corfe Castle - B.S. 4	*295 0 0	1834
271	Corfe Mullen, Lockyer's - - N.S. 7	195 0 0	1860
277	Corscombe - - N.S. 8	5 5 7	1850
271	†Cranborne - Ch. of E. 2		
271	†Critchill Moor Ch. of E.		
275	Dorchester, Boys and Girls - - N.S. 6	*80 0 0	1835
275	†Dorchester, Trinity, Infant - - N.S. 6		

a School closed

b School given up in 1840.

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	DORSETSHIRE—*cont.*		
	†Dorset, Reformatory.		
271	Edmonsham - Ch. of E. 2	150 0 0	1858
268	†Enmore Green - N.S. 11		
271	*Farnham* - - N.S.	*35 0 0	1837
	" - - "	20 0 0	1849
271	*Farnham, Gypsey* - N.S.	*a*100 0 0	1848
269	†Fifehead, Magdalen Ch. of E. 11		
268	†Fontmell magna Ch. of E. 11		
275	†Fordington, West - Par. *b*		
268	†Gillingham - N.S. 11		
275	*Godmanstone* - N.S.	75 0 0	1850
275	†Grange - N.S.		
277	Halstock - N.S.	*47 0 0	1839
	" - - "	30 0 0	1845
271	†Hampreston - N.S. 7		
271	†Handley - N.S. 2		
269	†Haselbury Bryan Ch. of E. 1		
270	*Hawkchurch* - N.S.	10 0 0	1845
273	Herston, Infant Ch. of E. 7	112 0 6	1856
270	Hilton - N.S. 2	368 0 0	1859
274	†Hinton Martell Ch. of E. 7		
269	Hinton, St. Mary - N.S. 2	70 0 0	1844
271	Holt - N.S.	200 0 0	1844
277	*Hook* - Ch. of E.	100 0 0	1852
269	*Ibberton* - N.S. *c*	*25 0 0	1835
268	Iwerne Minster - N.S. 11	*60 0 0	1839
272	Kingston - N.S. 7	*40 0 0	1836
320	Kington Magna - N.S. 11	150 0 0	1855
	" - - "	114 0 0	1858
272	*Kinson Heath* Ch. of E.	214 0 0	1861
274	†Langton-Herring - N.S. 6		
273	Langton-Matravers N.S. 7	70 0 0	1845
	" " -	6 13 4	1855
276	Leigh " - N.S. 1	91 10 0	1862
278	†Loders - Ch. of E. 8		
272	†Lounsfleet - N.S. 7		
273	Lulworth, West Ch. of E. 7	196 0 0	1860
269	†Lydlinch - N.S. 1		
279	Lyme Regis - N.S. 3	15 0 0	1855
	" " - "	9 10 0	1859
279	Lyme Regis - B.S. 4	*150 0 0	1837
	" " - - "	15 16 0	1852
	" " - - "	7 0 0	1854
272	†Lytchet Matravers - N.S.		
272	Lytchet Minster - N.S. 7	*43 0 0	1839
	" - "	3 12 0	1846
275	Maiden Newton and Frome Vauchurch N.S. 8	66 0 0	1842
277	Marshwood - - N.S.	51 0 0	1843
	" - - "	6 0 0	1845
277	*Melplaish* - - N.S.	105 0 0	1859
270	†Milton Abbas - N.S. 2		
278	†Monkton Wyld Ch. of E. 3		
273	*Morecombe Lake* - N.S.	81 0 0	1847
277	†Netherbury - N.S. 8		
274	Osmington - - N.S. 6	*45 0 0	1837
	" - - "	12 10 0	1852
	" - - "	6 11 6	1858
272	†Parkstone - Ch. of E. 7		
273	Piddlehinton - N.S. 6	212 4 0	1862
275	†Piddletrenthide - N.S. 6		
270	†Pimperne - N.S. 2		
272	Poole - - N.S. 7	*150 0 0	1835
	" - - "	46 0 0	1857
274	Portland, St. John's N.S. 6	40 0 0	1843
	" " - "	468 0 0	1858
	" " - "	48 0 0	1862
274	†Portland, Grove	*d*	

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	DORSETSHIRE—*cont.*		
274	†Portland, Prison Officers' - - 4		
274	Portland, St. George's Parish - - B.S. 4	468 0 0	1858
	" " "	48 0 0	1862
274	Portland - " - Wes. 4	269 0 0	1858
278	†Powerstock - N.S. 8		
274	†Preston - N.S. 6		
275	†Puddletown Ch. of E. 6		
278	†Puncknoll - N.S. 8		
277	Rampisham - N.S. 8	105 0 0	1846
	" - - "	10 10 8	1858
268	*Shaftesbury* - B.S.	*100 0 0	1840
268	†Shaftesbury, St. James, - N.S. 11		
268	Shaftesbury, Holy Trinity - N.S. 11	103 0 6	1845
	" " "	13 10 0	1856
276	Sherborne (Horsecastle's Lane) - N.S. 1	1,193 0 6	1857
	" " "	15 5 0	1857
	" " "	99 0 0	1859
276	†Sherborne-Newlands - N.S. *f*		
276	‡Sherborne Literary Institution, Evening.		
276	†Sherborne (Long Street), Boys - B.S. 4		
269	†Shillingstone - Ch. of E. 2		
267	†Silton - N.S. 11		
269	†Stalbridge - N.S. 11		
270	†Strickland - Par. 2		
275	Stinsford and Bockhampton - - N.S. 6	85 0 0	1849
277	†Stoke Abbot - N.S. 8		
270	*Stourpaine* - N.S.	50 0 0	1841
268	†Stower, East - N.S. 11		
268	Stower Provost and Todbere - - N.S.	125 0 0	1859
	" " "	16 6 8	1855
271	†Sturminster Marshall - - N.S. 7		
269	Sturminster, Newton - - N.S. 2	500 0 0	1855
268	†Sutton-Waldron - N.S. 11		
273	Swanage - - N.S. 7	16 4 6	1858
278	†Swyre - Ch. of E. 8		
270	†Tarrant Hinton - N.S. 2		
271	‡Tollard Royal - Ch. of E.		
271	Verwood - - N.S. 2	105 0 0	1847
	" - - "	2 13 6	1853
278	Walditch - Ch. of E. 8	196 0 0	1861
273	†Wareham - - N.S. 7		
273	Wareham - - B.S. 5	450 0 0	1859
273	†Wareham and Purbeck - - P.U.		
274	†Weymouth - - B.S. 4		
274	Weymouth, Holy Trinity - - N.S. 6	330 0 0	1854
	" " "	185 0 0	1858
274	†Weymouth, St. John's Dist. Ch. of E. 6		
274	Weymouth and Melcombe Regis, St. Mary's - Ch. of E. 6	80 0 9	1854
	" - "	199 0 0	1858
278	Whitchurch Canonicorum - - N.S.	100 0 9	1844
	" " "	31 12 6	1849

a Repaid by managers, November 21, 1855. *b* Inspection withdrawn. *c* School closed.
d United with Portland Prison Officers' school. *e* Removed from inspection.
f Now amalgamated with Sherborne (Horsecastle's Lane) N.S.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	DORSETSHIRE—*cont.*		
271	Wimborne Minster N.S. 7	200 0 0	1843
270	Winterbourne Whitchurch - - N.S. 1	*30 0 0	1835
273	†Wool - - N.S. 7		
274	†Wyke Regis - - N.S. 6		
	DURHAM.		
542	Auckland, Bishop, St. Ann's - - N.S. 5	260 0 1	1856
542	†Auckland, Bishop (Bishop Barrington's) - - - 5	*	
542	†Auckland, Bishop (Edward Walton's) 9		
542	†Auckland, Bishop, St. Helen's - B.S. 9		
542	Auckland, Bishop - Wes. 9	583 0 0	1859
542	*Auckland, West* - N.S.	110 0 0	1852
551	†Barlow (Winlaton) Ch. of E.		
543	Barnard Castle - N.S. 10	90 0 0	1840
	" " - "	50 0 0	1849
	" " - "	25 0 0	1854
543	Barnard Castle, Victoria, Infants B.S. 4	*100 0 0	1858
543	†Barnard Castle - Wes. 4		
543	†Barnard Castle, St. Mary's - - R.C. 1		
545	Belmont - - Ch. of E. 3	24 0 0	1853
	" - - - "	25 0 0	1858
541A	Billingham - Ch. of E. 4	103 0 0	1853
548	Birtley - - Ch. of E. 5	604 0 0	1860
548	†Birtley - - R.C.		
541A	†Bishopton - - N.S. 5		
559	Boldon - - N.S. 3	131 0 0	1860
	" - - -	7 10 0	1861
544	†Boltsburn, Boys Ch. of E. 6		
544	†Boltsburn, Girls Ch. of E. 6		
545	Brandon - - N.S. 6	480 0 0	1860
545	†Brooms, St. Cuthbert's - - R.C.		
542	Byers Green - N.S. 2	50 0 0	1841
	" " - "	329 0 0	1855
542	*Byers Green, Infant* -	160 0 0	1860
546	†Castle Eden, Boys N.S. 6		
546	Castle Eden Colliery N.S. 3	165 0 0	1844
	" " - "	50 0 0	1847
546	†Castle Eden (Mrs. Burdon's) - N.S. 6		
543	†Castleside Ch. of E. 5		
548	Chester-le-Street - N.S. 3	120 0 0	1842
	" " - "	73 10 0	1856
	" " - "	160 0 0	1860
545	Collierley - - N.S. 3	75 0 0	1846
	" - - "	22 0 0	1855
540	Coniscliffe - - N.S. 3	14 8 3	1860
	" - - "	65 0 0	1862
541	*Cooper-Bowley* - N.S.	149 0 0	1858
541A	†Cornforth - Ch. of E. 3		
542	Coundon - - - N.S. 5	100 0 0	1842
	" - - "	33 0 0	1857
542	†Crook (Pease's West) - - B.S. 10		
542	†Crook, Pease's West, Infant - - 10		
540	Darlington Bank Top Railway - B.S. 9	540 0 0	1860
	DURHAM—*cont.*		
540	†Darlington, Blackboy Colliery Ch. of E. 5		
540	Darlington (Bridge Street) - - Wes. 9	1,388 0 0	1858
540	Darlington (Bridge Street) - - B.S. 9	100 0 0	1841
	" - - "	40 0 0	1854
540	†Darlington (Feetham's) - - B.S.		
540	Darlington, Holy Trinity - - N.S. 10	230 0 0	1846
	" " - "	132 10 0	1851
	" " "	20 0 0	1854
	" " "	4 4 0	1855
	" " "	15 0 0	1857
	" " "	24 12 0	1859
540	†Darlington (Kendrew Street), Girls B.S. 9		
540	†Darlington, St. Augustine's - R.C. 1		
540	Darlington, St. Cuthbert's - N.S. 10	60 0 0	1859
	" " "	28 0 0	1860
540	Darlington, St. John's - - N.S. 10	903 15 0	1860
540	†Darlington (Skinnergate Street) - B.S. 6		
549	Deptford, St. Andrew's - - N.S. 11	160 0 0	1843
	" " - "	30 0 0	1849
	" " - "	17 13 4	1857
545	†Durham - - Wes. 1		
545	†Durham, Blue Coat N.S. 3		
545	Durham, St. Giles, Infant, Practising Ch. of E. 11	193 2 6	1864
545	Durham, Male Practising - - 5	835 15 0	1858
545	Durham, Female Practising - 11	345 0 0	1858
545	†Durham, St. Cuthbert's - - R.C. 11		
545	Durham, St. Margaret's - - Par. 11	644 0 0	1860
545	Durham, St. Oswald's - - N.S. 11	220 0 0	1845
	" " "	185 15 0	1853
	" " "	25 0 0	1854
541A	Eaglescliffe - - N.S. 4	*40 0 0	1839
	" - "	52 0 0	1851
	" - "	9 10 0	1855
546	†Easington, Charity - Par.		
546	†Easington Lane, Colliery - - 2		
544	†Eastgate, Barrington - - - 3		
544	†Eastgate, Girls' - - 3		
543	†Eggleston - - N.S. 5		
548	†Eighton Banks - N.S.		
542	Escomb - Ch. of E. 6	288 18 0	1860
542	Escomb and Witton Park Iron Works N.S. 6	90 0 0	1849
	" " "	118 16 0	1858
	" " "	80 0 0	1862
542	Etherley - - - N.S. 6	*40 0 0	1834
	" - - "	107 0 0	1861
542	†Etherley, Infants Ch. of E		
541A	*Ferry Hill* - - N.S	98 6 0	1848

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	DURHAM—*cont.*		
543	†Forest of Teesdale (Girls) - - N.S. 5		
545	*Framwellgate Moor* N.S.	*a* 50 0 0	1840
551	†Friar's Goose - B.S. 5		
544	†Frosterley - - Wes. 10		
543	Gainford - - N.S. 5	92 0 0	1858
551	Gateshead - - N.S. 10	252 0 0	1842
	" - -	118 10 0	1864
551	Gateshead - - Wes. 6	675 0 0	1864
551	*Gateshead, Infants and Sunday* - N.S.	*140 0 0	1837
551	‡Gateshead, Our Lady and St. Wilfred's R.C.		
541B	Greatham - - N.S. 3	*30 0 0	1856
	" - - "	30 0 0	1847
551	†Greenside - Ch. of E. 3		
541A	†Grindon - Ch. of E.		
541B	‡Hartlepool, Holy Trinity, District Ragged - -		
541B	†Hartlepool, St. Bega's R.C. 1		
541B	†Hartlepool, St. Hilda's R.C. 1		
541B	Hartlepool (West) - N.S. 10	1,500 0 0	1859
541B	†Hartlepool, West, St. Joseph's - R.C.		
543	†Harwood-in-Teesdale - - N.S. 5		
540	Haughton-le-Skerne N.S. 4	94 0 0	1859
540	Heighington, Endowed - Ch. of E. 6	42 0 0	1862
540	†Hendon, New Town, Mixed - - - 11		
549	Hendon, St. Paul's - N.S. 11	671 0 0	1856
547	†Herrington, St. Cuthbert's - 7		
547	Hetton-le-Hole - N.S. 2	*110 0 0	1840
551	*Heworth, near Gateshead* - - N.S.	*b* *58 0 0	1837
551	*Heworth, St. Albans, Windy Nook* - N.S.	*85 0 0	1838
	" " "	60 0 0	1843
545	*Holmside* - - N.S.*	42 0 0	1847
	" - - "	30 0 0	1849
561	*Holy Island* - - N.S.	44 0 0	1841
547	Houghton-le-Spring Wes. 2	115 8 4	1852
547	†Houghton-le-Spring, St. Michael - - N.S. 7		
547	†Houghton-le-Spring, St. Michael's - R.C. 11		
544	†Hunstanworth - Par. 4		
542	Hunwick - - N.S. 2	72 0 0	1850
	" - - "	32 4 0	1855
	" - - "	75 8 9	1860
549	Hurworth-on-Tees - N.S. 4	70 0 0	1861
549	†Hurworth-on-Tees - Wes. 5		
549	*Hylton, North* - N.S.	37 10 0	1852
549	*Hylton, South* - N.S.	*110 0 0	1837
550	†Jarrow Bede - N.S.		
550	Jarrow, Ellison Ch. of E. 10	280 0 0	1864
548	†Lamesley - - N.S. 7		
545	*Lanchester* - Ch. of E.	86 14 0	1862
543	Langleydale - N.S.	162 0 0	1858
545	†Lintz Colliery Coy* 3		
545	Lindworth - - N.S.	120 0 0	1849
548	Lumley - - N.S. 3	61 3 4	1858
542	*Lynesack St. John's* N.S.	152 10 0	1853
543	*Lynesack and Softley* - - B.S.	*50 0 0	1840
541A	†Middleham, Bishop Ch. of E. 4		
543	Middleton-in-Teesdale (Boys) - N.S. 5	*45 0 0	1841
541	Middleton-in-West-Hartlepool - N.S. 10	50 0 0	1841
	" " - "	8 0 0	1860
541	†Middleton, in West Hartlepool (Infant) - - N.S. 10		
545	*Muggleswick* - Ch. of E.	100 0 0	1861
547	†Newbottle, St. Matthew's - - N.S. 7		
542	*Newfield* - - N.S.	100 0 0	1841
	" - - "	38 6 8	1856
541A	†Norton - - N.S. 4		
548	Pelton - - N.S.	40 0 0	1848
	" - - "	126 0 0	1851
540	†Pierce Bridge Ch. of E. 10		
541A	†Port Clarence - N.S. 6		
547	Rainton (West) Ch. of E. 3	252 0 0	1862
542	‡Roddymoor (Crook), Infants - - B.S.		
549	†Ryhope, Village - Ch. of E.		
548	*Sacriston* - N.S.	60 0 0	1845
546	Scalham Harbour - N.S. 3	*40 0 0	1837
	" " - "	273 0 0	1849
	" - - "	80 0 0	1856
541B	Seaton Carew - N.S. 4	115 0 0	1844
	" - - "	13 5 0	*1854
546	†Seaton Colliery - -		
541A	†Sedgefield, Boys Ch. of E. 3		
541	†Sedgefield, Girls Ch. of E. 3		
545	*Shadforth* - - N.S.	56 10 0	1863
545	Sherburn - - N.S. 3	100 10 5	1864
545	Sherburn Hill - N.S. 3	46 0 0	1845
	" " - "	20 0 0	1850
	" " - "	15 15 0	1855
	" " - "	*40 0 0	1858
550	Shields, South, Holy Trinity - - N.S. 11	*200 0 0	1837
	" " " - "	36 10 0	1863
550	†Shields, South (Jarrow Chemical Works) - - B.S. 2		
550	†Shields, South, Old Charity, or St. Hilda's - - N.S. 11		
550	Shields, South (Union) B.S. 2	*225 0 0	1835
	" - - "	280 0 0	1858
550	†Shields, South, St. Bede's - - R.C. 11		
550	Shields, South, St. John's (Saville Street) - - Sess.	400 0 0	1848
550	Shields, South, St. Stephen's - N.S. 10	568 5 0	1853
542	Shildon - - N.S. 5	*55 0 0	1837
	" - - "	70 0 0	1841
	" - - "	45 9 0	1847
542	Shildon, New - B.S. 10	206 12 3	1857
	" - - "	50 0 0	1862
542	†Shildon, Old B.S. 10		
545	Shincliffe - - N.S. 3	82 0 0	1840
545	*Shincliffe, Village* - -	86 12 6	1861
542	†South Church - B.S. 10		
542	South Church - N.S. 5	260 0 0	1848
	" - - "	37 4 0	1854
	" - - "	30 9 0	1858

a Extinct or absorbed into St. Margaret's. *b* Inspection declined.

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	DURHAM—*cont.*		
549	Southwick - - N.S. 11	*150 0 0	1837
	" - - "	9 13 4	1853
	" - - "	169 13 6	1862
542	Spennymoor - N.S. 2	100 0 0	1840
	" - - "	13 4 0	1854
	" - - "	65 0 0	1861
543	Staindrop - - N.S. 4	79 11 6	1855
543	†Stainton (Barnard Castle) - - N.S. 3		
541A	Stainton, Great - N.S. 3	54 0 0	1848
	" " - "	9 6 8	1855
544	†Stanhope, St. John's Chapel - Ch. of E.		
551	Stella, St. Cuthbert's or Blaydon - N.S. 5	452 0 0	1854
	" " - "	112 3 0	1856
551	Stella - - R.C. 11	279 0 0	1856
541A	Stockton-on-Tees - B.S. 11	100 0 0	1841
541A	Stockton-on-Tees, Holy Trinity, Boys - - N.S. 10	350 0 0	1850
	" " " - "	90 0 0	1855
	" " " - "	24 0 0	1857
541A	†Stockton-on-Tees (Industrial) - N.S. 10		
541A	Stockton-on-Tees, St. Thomas', Central - - N.S. 10	300 0 0	1847
	" " " - "	3 0 0	1857
541B	*Stranton (Industrial) - - N.S.	367 10 0	1863
541B	†Stranton (New) - N.S. 10		
549	*Sunderland* - B.S.	30 0 0	1840
549	Sunderland, Gray - N.S. 11	*90 0 0	1836
	" " - -	1,150 0 0	1857
549	†Sunderland, St. Mary's - - R.C. 11		
549	†Sunderland, Nicholson Street - Wes. 2		
549	†Sunderland, Trimdon Street - Wes. 2		
549	†Sunderland, Whitburn Street - Wes. 2		
542	†Sunnyside (Crook) B.S. 5		
545	Tanfield - - N.S. 3	100 0 0	1844
	" - - "	20 7 0	1859
	" - - "	35 0 0	1863
545	†Tanfield, Infant - N.S. 3		
546	Thornley - - N.S. 6	75 0 0	1845
546	†Thornley Colliery - N.S.		
546	†Thornley, St. Godric's - - R.C.		
544	Tow Law - - N.S. 6	400 0 0	1849
	" - - "	7 4 0	1851
544	Tow Law - - Wes. 10	335 0 0	1850
545	Tudhoe, Iron Works Wes. 10	445 16 0	1861
548	Washington - Par. 6	357 0 0	1858
548	†Washington, Chemical Works - 6		
548	†Washington, St. Joseph's - R.C. 11		
548	†Washington - Wes. 2		
549	Wearmouth, Bishop Ch. of E. 7	777 6 8	1854
549	Wearmouth, Bishop, Infants - - N.S. 7	150 0 0	1847
549	†Wearmouth, Bishop, Rectory Park - N.S.	*a*	
549	Wearmouth, Colliery 7	712 10 0	1861
	DURHAM—*cont.*		
549	Wearmouth, Monk N.S. 11	180 0 0	1848
	" " - "	20 13 4	1858
	" " - "	49 10 0	1863
559	Whitburn - - N.S. 6	25 0 0	1857
	" - - "	371 2 0	1857
543	†Whorlton - - N.S. 6		
545	Willington - - N.S. 5	52 0 0	1855
	" - - "	98 5 0	1862
543	†Willington Colliery 2		
551	†Winlaton - Ch. of E.		
543	†Winston - Ch. of E.		
548	*Wilton Gilbert* - N.S.	35 0 0	1845
544	Wolsingham - N.S. 6	200 0 0	1845
	" - - "	50 0 0	1845
544	†Wolsingham - Wes. 10		
541	*Wolviston* - - N.S.	*40 0 0	1838
551	Wreckenton - N.S. 2	65 0 0	1842
	" - "	34 16 8	1855
	" - "	132 10 0	1858
	ESSEX.		
196	*Abridge* - - N.S.	52 0 0	1845
205	Aldham - - N.S. 3	30 0 0	1844
210	*Arkesden* - - N.S.	50 0 0	1845
210	Ashdon - - N.S.	5 0 0	1849
198	Aveley - - N.S. 6	80 0 0	1845
	" - - "	42 0 0	1853
200	Baddow, Great - N.S. 5	*75 0 0	1839
200	†Baddow, Little - N.S. 5		
209	†Bardfield, Great - B.S. 5		
197	Barkingside - N.S. 1	72 0 0	1842
	" - "	28 0 0	1845
212	*Belchamp, Walter* - N.S.	*35 0 0	1839
201	*Benfleet South* - N.S.	120 0 0	1845
203	*Bentley, Great* - N.S.	145 0 0	1849
203	*Bentley, Little* - N.S.	60 0 0	1848
139	Berden - - N.S. 2	142 0 0	1838
199	Billericay - - N.S. 5	70 0 0	1840
	" - - "	17 0 0	1847
	" - - "	13 6 8	1855
	" - - "	13 18 9	1858
205	†Birch - - N.S. 3		
139	†Birchanger - - N.S. 2		
211	Birdbrook - - N.S. 3	60 0 0	1849
208	Bocking - - N.S. 5	*87 0 0	1836
	" - - "	36 0 0	1860
208	†Bocking - - B.S. 10		
200	Boreham - - N.S. 5	120 0 0	1848
199	*Bower's Gifford* - N.S.	70 0 0	1847
	" " - "	55 0 0	1859
	" " - "	17 13 4	1859
205	*Boxted* - - N.S.	*55 0 0	1837
208	†Braintree, Public - B.S. 10		
199	Brentwood, Girls - N.S. 5	*50 0 0	1836
199	*Brentwood, Boys* - N.S.	*60 0 0	1837
205	*Brightlingsea* - N.S.	88 0 0	1842
205	Brightlingsea - Wes. 3	438 0 0	1861
200	Broomfield - - B.S. 3	32 13 4	1859
211	Bumpstead, Helions N.S. 2	132 5 0	1854
211	Bumpstead, Steeple N.S. 2	132 0 0	1849
	" " - "	5 7 0	1853
	" " - "	15 7 6	1854
	" " - "	115 0 0	1855
198	Chadwell, St. Mary's N.S.	94 0 0	1857
200	*Chelmsford* - - B.S.	*300 0 0	1841
209	Chelmsford, Victoria N.S. 5	*350 0 0	1841

a School closed.

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	ESSEX—*cont.*		
210	Chesterford, Great - N.S. 2	200 0 0	1849
	" " - "	67 0 0	1857
200	Chignall, St. James' and Mashbury - N.S.	*a* 75 0 0	1850
193	*Chigwell Row* - B.S.	80 0 0	1841
195	*Chigwell Row* - N.S.	*55 0 0	1839
	" " - "	70 0 0	1853
199	*Childerditch* - N.S.	45 0 0	1845
210	†Chrishall - - N.S. 1		
203	*Clacton, Great* - N.S.	180 0 0	1861
210	Clavering - - N.S. 2	65 0 0	1845
210	Clavering - - B.S.	90 0 0	1840
	" - -	26 13 6	1854
206	*Coggeshall* - - B.S.	118 0 0	1842
206	Coggeshall - - N.S. 5	*200 0 0	1839
	" - - "	125 0 0	1847
	" - - "	59 19 10	1859
204	Colchester, Blue Ch. of E. 3	754 0 0	1862
204	Colchester, St. Peter's (North Hill) - N.S.	*75 0 0	1836
	" " - "	22 17 4	1853
204	†Colchester, Magdalen's Street Branch - N.S. 3		
207	*Colne-Engaine* - N.S.	60 0 0	1847
207	†Colnes, Earls, United B.S. 5		
205	Copford - - N.S. 3	54 0 0	1853
	" - - "	18 13 4	1857
208	†Cressing - - B.S. 7		
197	*Dagenham* - N.S.	*60 0 0	1836
200	†Danbury - - N.S. 5		
205	†Dedham, Girls - N.S. 3		
205	*Dedham Heath* Ch. of E.	102 0 0	1858
202	Dengie - - N.S.	28 0 0	1846
	" - - "	56 7 6	1854
205	Dorryland, East - N.S. 3	111 10 0	1863
209	Dunmow - - B.S. 5	150 0 0	1844
	" - - -	81 3 0	1864
209	Dunmow, Great Ch. of E. 2	39 0 0	1858
200	*Easter, Good* - N.S.	26 0 0	1846
209	Easter, High - N.S. 5	100 0 0	1851
189	†Elsenham - - N.S.	*b*	
195	Epping - - B.S. 2	132 0 0	1847
195	†Epping and Coopersale, Girls - Ch. of E. 6		
195	Epping and Theydon Garnon, otherwise Coopersale - N.S. 6	*42 0 0	1836
	" " - "	1,390 0 0	1861
189	†Farnham - Ch. of E.	*b*	
208	Feering - - N.S. 4	110 0 0	1846
208	Finchinfield - - N.S. 2	369 0 0	1855
194	Forest Gate - - N.S. 7	114 18 4	1854
	" " - "	107 10 0	1861
212	†Foxearth - - Par.		
209	†Galleywood - - N.S. 5		
198	†Grays - - N.S. 7		
196	†Greenstead, East - N.S. 3		
201	Hadleigh - Ch. of E. 10	171 0 0	1856
197	Hainault Forest - N.S.	102 0 0	1849
189	Hallingbury, Little - N.S.	30 10 0	1841
207	Halstead - - B.S. 10	266 0 0	1848
	" - - "	79 0 0	1856
207	†Halstead, the Howe B.S. 3		
207	Halstead, St. Andrew's - - N.S. 4	302 5 0	1851
	" " - "	16 0 0	1857
	" " - "	23 0 0	1860
	ESSEX—*cont.*		
207	Halstead, Trinity - N.S. 4	120 0 0	1845
	" " - "	18 6 0	1854
	" " - "	6 0 0	1855
	" " - "	21 4 0	1856
	" " - "	3 10 0	1857
	" " - "	6 5 0	1859
	" " - "	18 2 0	1861
207	Halstead Trinity, Junior - Ch. of E.. 4	130 0 0	1859
194	Ham, West, "Pelly Memorial" Model Ch. of E. 6	32 10 0	1851
	" " "	130 0 0	1855
	" " "	800 0 0	1862
194	Ham, West, and Stratford, Boys - B.S. 7	*125 0 0	1837
	" " "	37 6 8	1857
194	Ham, West, and Stratford, Girls and Infants - B.S. 7	240 0 0	1851
	" " - "	25 0 0	1855
200	†Hanningfield (West) N.S. 5		
195	*Harlow, Potter Street* - N.S.	?*25 0 0	1836
203	†Harwich - - N.S.	*b*	
209	†Hatfield Heath - B.S. 4		
209	Hatfield, Broad Oak Ch. of E. 2	199 15 0	1863
197	*Havering-atte-Bower* - N.S.	*32 0 0	1837
201	*Hawkwell* - - N.S.	45 10 0	1848
207	*Hedingham, Sible* - N.S.	180 0 0	1841
210	Hempstead - Ch. of E. 2	100 0 0	1853
212	Henny, Great and Little - - N.S. 4	106 0 0	1857
140	Heydon - - N.S. 2	75 0 0	1847
	" - - "	19 2 0	1863
137	High Beech - - N.S.	36 0 0	1840
	" - - "	16 0 0	1848
206	Highwood - - N.S. 5	113 0 0	1852
201	*Hockley* - - N.S.	60 0 0	1841
197	Hornchurch - N.S. 6	412 4 0	1856
199	Horndon, East - N.S. 6	*52 0 0	1840
198	*Horndon-on-the-Hill* N.S.	100 0 0	1847
194	†Hudson Town - N.S. 6		
197	‡Ilford, Great - N.S.	*b*	
200	*Ingatestone* - Par.	251 0 0	1861
206	Kelvedon - - N.S. 5	*61 0 0	1838
206	†Kelvedon - - B.S.		
196	†Kelvedon-Hatch - N.S.		
205	Langham, Parish - B.S.	50 0 0	1850
	" " - "	11 17 6	1858
210	*Langley* " Ch. of E.	175 19 0	1857
202	‡Latchingdon - N.S.	*b*	
205	*Layer-de-la-Hay* - N.S.	*50 0 0	1837
201	Leigh - - N.S. 10	500 0 0	1858
200	*Leighs, Great* - N.S.	141 0 0	1851
204	†Lexden - - N.S. 3		
194	†Leyton and Ozler, Charity - - N.S. 6		
200	*Lindsell* - - N.S.	29 0 0	1842
210	†Littlebury, Endowed N.S. 2		
195	Loughton - - N.S. 7	14 0 0	1859
202	Maldon - - N.S. 5	611 0 0	1849
203	Manningtree - Wes. 3	228 0 0	1857
	Marks Tey - - N.S.	156 3 9	1864
205	*Mersea, East* - N.S.	156 0 0	1860
205	†Mersea, West - N.S. 3		
203	†Mistley Norman - N.S. 3		

a School closed.

b Inspection withdrawn.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	ESSEX—*cont.*		
200	*Moulsham, St. John's* N.S. 5	240 15 0	1863
196	†Navestock - - N.S. 6		
210	*Newport* - - N.S.	100 0 0	1850
202	*Norton (Cold)* N.S.	20 0 0	1842
203	*Oakley* - - N.S.	*30 0 0	1839
	" - - "	83 0 0	1853
198	†Ockenden, South - N.S. 7		
198	Orsett - - N.S. 6	171 0 0	1849
	" - - "	6 7 6	1860
203	Osyth, St. - - N.S.	177 15 0	1854
195	Parndon, Great - N.S. 2	*25 0 0	1835
208	*Pattiswick* - - N.S.	*45 0 0	1837
194	Plaistow - - N.S. 6	*62 0 0	1837
	" - - "	20 0 0	1851
	" - - "	9 13 4	1852
	" - - "	45 0 0	1855
194	Plaistow Hall's Ville (late Victoria Dock) N.S. 6	1,133 0 0	1862
202	†Purleigh - - Par. 5		
210	*Radwinter* - - N.S.	360 15 0	1855
210	Rickling - - N.S.	30 0 0	1846
	" - - "	21 11 2	1858
201	†Rochford - - B.S. 10		
197	Romford, Endowed N.S. 6	*150 0 0	1835
	" " "	48 5 6	1852
	" " "	105 6 8	1853
197	Romford, Infants - N.S. 6	85 0 0	1844
	" " "	170 11 8	1857
197	*Romford, Noak Hill* N.S.	96 0 0	1848
200	†Roxwell, Boys' - N.S. 5		
210	Saffron Walden - N.S. 2	200 0 0	1846
	" " "	12 16 9	1850
	" " "	3 3 0	1855
	" " "	6 2 6	1855
210	Saffron Walden - B.S. 5	62 0 0	1855
208	*Saling, Great* - N.S.	42 0 0	1842
200	†Sandon - - N.S. 5		
201	†Shoeburyness - Ch. of E. 10		
194	†Silvertown - - N.S. 7		
201	Southchurch - N.S. 6	170 0 0	1857
201	†Southend - N.S.		
202	†Southminster - N.S.	*a*	
200	Springfield - - N.S. 5	35 0 0	1846
	" - - "	7 2 0	1850
	" - - "	8 5 0	1854
	" - - "	14 10 0	1855
207	*Stambourne* - N.S.	216 0 0	1861
196	Stanford Rivers Ch. of E. 5	117 15 0	1851
	" "	9 5 0	1857
139	*Stanstead* - - B.S.	*30 0 0	1835
139	Stanstead, Mountfitchett - - N.S. 2	75 5 0	1860
	" " "	65 0 0	1861
205	†Stanway - - N.S. 3		
200	*Stock and Buttsbury* N.S.	*90 0 0	1839
194	Stratford, Ch. Ch. District - - N.S. 6	230 0 0	1850
	" "	24 10 0	1858
194	†Stratford, Eastern Counties Railway Mech. Inst. - - 1		
194	Stratford, St. John's N.S. 6	*250 0 0	1837
	" " "	78 6 8	1837
203	*Tendring* - - N.S.	60 0 0	1843
195	*Theydon Bois* - N.S.	32 0 0	1841
	" " "	100 0 0	1860
207	Tilbury - - N.S. 4	120 0 0	1857
202	Tillingham - - N.S. 5	283 10 0	1861
207	Toppesfield - - N.S.	426 0 0	1857
197	Upminster - - N.S. 6	75 0 0	1851
194	†Victoria Docks, Infant - - -		
194	†Victoria Docks, St. Marks - - Ch. of E. 6		
201	*Wakering, Great* - N.S.	50 0 0	1844
200	Waltham, Great - N.S. 5	240 0 0	1847
	" " "	28 1 6	1854
	" " "	11 2 6	1858
137	†Waltham Abbey - N.S. 6		
137	*Waltham Abbey* - B.S.	60 0 0	1842
	" " "	50 0 0	1845
194	Walthamstow, Chapel End, St. John's - N.S. 6	*50 0 0	1835
194	†Walthamstow, St. Mary's - - N.S. 6		
194	†Wanstead - - N.S. 6		
197	Warley, Great (Lower) " " N.S. 5	40 0 0	1843
	" " "	65 0 0	1862
197	Warley, Great, Ch. Ch. - - N.S. 5	23 3 10	1857
	" "	100 0 0	1860
210	Wendon-Lofts and Elmdon - - N.S.	75 0 0	1844
208	Wethersfield - N.S. 4	130 0 0	1844
	" - - "	15 8 0	1857
210	*Wicken Bonant* - N.S.	*b20 0 0	1839
196	*Willingale* - N.S.	130 10 0	1864
196	*Willingale Doe* - N.S.	*39 0 0	1839
206	Witham - - N.S. 5	228 10 0	1842
	" - - "	27 17 4	1853
206	*Witham* - - B.S.	*150 0 0	1857
205	Wivenhoe - - N.S. 3	276 0 0	1849
	" - - "	16 10 0	1853
	" - - "	7 15 0	1856
203	*Wix* - - - N.S.	65 0 0	1854
203	‡Wix - - - Wes.		
194	Woodford - - N.S. 6	114 0 0	1860
194	†Woodford - - B.S.		
194	†Woodford Bridge, Infants - - N.S.	*c*	
194	Woodford Bridge, St. Paul's - Ch. of E. 6	404 0 0	1860
200	*Woodham Ferrers* - N.S.	106 0 0	1848
207	†Yeldham, Great - N.S.		
207	*Yeldham, Little* - N.S.	133 0 0	1857
	GLOUCESTERSHIRE.		
332	Almondsbury - N.S. 4	*80 0 0	1834
	" - - "	66 9 0	1848
	" - - "	25 3 10	1855
332	*Almondsbury Patchway Infant* - -	227 0 0	1859
332	Alvestone - - N.S. 2	*40 0 0	1837
340	†Ampney-Crucis, Endowed - - - 7		
337	*Arlingham, Endowed* N.S.	91 17 6	1853
337	*Arlingham, Infants* Ch. of E.	100 0 0	1859
341	‡Arlington - - B.S.		
345	Ashchurch - - N.S.	62 10 0	1842
336	Ashelworth - - N.S. 4	42 0 0	1842
338	Avening - - N.S. 1	160 0 0	1843
334	*Awre and Blakeney* N.S.	175 0 0	1856
344	Badgworth - - N.S. 5	20 0 0	1842
	" - - "	143 6 6	1859
341	†Bibury - - N.S. 6		

a Removed from inspection.

b This school is pulled down, and 8*l.* part of the proceeds of sale, repaid to the Lords of Her Majesty's Treasury.

c Inspection declined.

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	GLOUCESTERSHIRE—*cont.*		
577	Bicknor, English - N.S. 3	*34 0 0	1834
	" " - "	*45 0 0	1839
343	Bishop's Cleeve - N.S. 2	135 0 0	1846
338	†Bisley, Boys - N.S. 11		
327	‡Bitton - - N.S.		
334	*Blaisdon* - - N.S.	69 0 0	1848
406	†Bourton-on-the-Hill N.S. 2		
342	*Bourton-on-the-Water* - - N.S.	152 0 0	1851
577	Broem - - N.S. 3	28 0 0	1856
	" - - "	205 15 3	1862
576	†Briavells, St. - Par. 3		
340	*Brimpsfield* - N.S.	37 0 0	1842
338	†Brimscombe - N.S. 11		
329	Bristol, Back Fields Wes. 3	1,526 0 0	1858
329	†Bristol (Brandon Hill), St. George's N.S. 11		
329	†Bristol, Counterslip B.S. 3		
329	†Bristol, Deighton Street - - R.C. 6		
329	†Bristol, Diocesan Trade.		
330	†Bristol, Bread Street, St. Philip's, Ragged.		
329	Bristol, Hannah More's - - N.S. 11	120 0 0	1846
	" " - "	60 10 0	1847
	" " - "	28 0 0	1849
	" " - "	14 10 0	1851
	" " - "	13 6 8	1851
	" " - "	9 15 0	1856
329	†Bristol Incorporation, Poor.		
329	†Bristol Industrial Training and Reformatory (Hillgrove Street).		
329	Bristol, Lewin's Mead, - - B.S. 3	350 0 0	1857
329	†Bristol, Maudlin Lane, Moravian.		
329	†Bristol, Meadow Street, Infants - B.S. 3		
330	Bristol, Montpelier, St. Andrew's - N.S. 4	150 0 0	1849
	" " - "	8 6 8	1859
329	†Bristol, Pennywell Lane Industrial Ragged.		
329	Bristol, Red Cross Street - - - B.S. 3	75 0 0	1850
	" " - "	80 0 0	1853
	" " - "	45 0 0	1854
	" " - "	55 0 0	1856
	" " - "	25 16 8	1859
329	†Bristol, Red Lodge Reformatory (Park Row).		
329	†Bristol, Park Row Industrial.		
329	†Bristol, Rosemary Street (Girls) - B.S. 3		
329	Bristol, St. Augustine's - - N.S. 11	308 0 0	1850
	" " - "	13 5 4	1856
329	Bristol, St. Clement's Ch. of E. 11	529 4 0	1861
330	‡Bristol, St. George's Ragged.		
329	†Bristol, St. James', Infants - Ch. of E. 8		
329	‡Bristol, St. James', Church Steps (late St. Michael's) Ragged.		
329	†Bristol St. James', Back Ragged - 3		
330	Bristol, St. James' and St. Paul's Benevolent Society's N.S. 4	200 0 0	1853
329	Bristol, St. John the Baptist's - - Par. 8	300 0 0	1859
329	†Bristol, St. Joseph's R.C.		
329	Bristol, St. Jude's - N.S. 8	199 0 0	1846
	" " - "	153 0 0	1852
	" " - "	596 4 0	1859
329	Bristol, St. Luke's, The Marsh (Barton Hill) - Ch. of E. 11	191 0 0	1862
329	†Bristol, St. Mary's on the Quay - R.C. 5		
329	Bristol, St. Matthias' on the Weir - N.S. 8	723 0 0	1856
329	Bristol, St. Michael's N.S. 8	40 0 0	1860
329	†Bristol, St. Nicholas' Tolentine - - R.C. 6		
329	Bristol, Saint Nicholas' and Saint Leonard's - N.S. 2	1,150 0 0	1858
329	†Bristol, St. Paul's - Par. 11		
329	Bristol, St. Peter's - N.S. 8	184 0 0	1855
330	Bristol, St. Philip and St. Jacob Ch. of E. 11	1,018 10 0	1862
329	Bristol, St. Simon's N.S. 11	90 0 0	1845
329	†Bristol, Trinity, St. Philip's (The Marsh) Ragged - 11		
342	*Broadwell, St. Paul's* - Ch. of E.	75 0 0	1851
	" " - "	10 11 6	1858
336	*Brockworth* - N.S.	*30 0 0	1837
338	Bussage - - N.S.	53 0 0	1850
338	Cainscross - - N.S. 4	*55 0 0	1838
	" - - "	60 0 0	1844
	" - - "	263 8 0	1855
333	*Cam, Upper, Boys* - N.S.	*192 0 0	1837
333	†Cambridge - Wes. 1		
406	Campden, Chipping, Boys - - N.S. 2	*56 0 0	1839
	" " - "	21 8 0	1861
340	Cerney, North - N.S. 7	80 0 0	1844
	" " - "	56 4 0	1850
	" " - "	19 5 7	1855
340	†Cerney, South - N.S. 7		
338	Chalford - - N.S. 1	100 0 0	1843
	" - - "	41 18 8	1848
	" - - "	55 0 0	1849
	" - - "	17 14 0	1849
	" - - "	34 2 6	1852
344	Charlton King's, Boys - Ch. of E. 8	*60 0 0	1837
	" - "	15 10 8	1856
344	†Charlton King's, Girls - Ch. of E. 8		

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	GLOUCESTERSHIRE—*cont.*	£ s. d.	
162	†Chastleton, Hitchman's District - 2		
344	Cheltenham - - B.S. 2	*125 0 0	1838
	" - - "	23 6 8	1853
	" - - "	10 10 0	1855
	" - - "	1,375 0 0	1859
344	†Cheltenham, Baker Street - - B.S. 2		
344	Cheltenham, Bethesda - - Wes. 2	76 10 0	1851
	" " - "	6 10 0	1854
344	†Cheltenham, Boys' Model - - Ch. of E.		
344	†Cheltenham, Ch. Ch. N.S. 10		
344	†Cheltenham, Ch. Ch., Infants - N.S. 10		
344	Cheltenham, Highbury - - B.S. 2	1,250 0 0	1857
344	†Cheltenham, Holy Trinity, Boys and Girls - - N.S. 10		
344	†Cheltenham, Holy Trinity, Infants (Fairview Place) - N.S. 10		
344	†Cheltenham, Naunton, Infants (Exmouth Street, Bath Road) - - N.S.		
344	Cheltenham, Old Charity - - N.S. 10	180 0 0	1850
344	Cheltenham, Ragged Industrial - - 2	203 3 9	1864
344	Cheltenham, St. Gregory the Great R.C. 6	336 1 0	1857
344	†Cheltenham, St. James - - N.S. 10		
344	Cheltenham, St. John's - - N.S. 10	83 0 0	1842
	" " - "	12 0 0	1847
344	†Cheltenham, St. Luke's (Bath Road), Boys and Girls - - N.S. 10		
344	Cheltenham, St. Mary's - - Par. 10	1,122 0 0	1857
	" - "	150 0 0	1859
344	*Cheltenham, St. Paul's* - - N.S.	42 0 0	1850
	" " - "	64 0 0	1860
344	Cheltenham, St. Paul's, Boys' and Girls', Girls Practising - - 10	700 0 0	1854
344	Cheltenham, St. Paul's, Infants (Brunswick Street) N.S. 10	250 0 0	1850
389	Childs-Wickham - N.S. 5	143 15 0	1863
333	*Chipping* - - N.S.	*110 0 0	1838
334	Churcham and Bulley - - - N.S. 4	358 0 0	1856
334	Cinderford, St. John's - - N.S. 3	131 13 4	1862
340	†Cirencester - - B.S. 1		
340	†Cirencester, Endowed - Ch. of E. 7		
377	Clearwell - - N.S. 3	243 5 0	1858
330	Clifton - - N.S. 9	*400 0 0	1835
	" - - "	74 0 0	1848
	" - - "	24 12 0	1850
	" - - "	5 0 0	1854
	" - - "	23 5 0	1857
330	Clifton - - B.S. 3	*150 0 0	1836
330	†Clifton - - P.U.		
330	Clifton (Berkeley Place), Infants - N.S. 10	189 15 0	1851
330	†Clifton, Ch. Ch. - N.S. 9		
330	†Clifton, Church of the Apostles - R.C. *a*		
340	*Coates* - - N.S.	51 0 0	1849
344	Coberley - Ch. of E. 5	278 8 6	1861
577	†Coleford - - B.S. 4		
577	*Coleford* - - N.S.	*150 0 0	1838
341	*Coln, St. Aldwyn* - N.S.	241 0 0	1857
344	†Coltham Fields, Ch. of E. 8		
335	*Corse* - - N.S.	70 0 0	1855
338	*Cranham* - - N.S.	35 0 0	1846
332	†Cromhall, Indust. - N.S. 2		
332	†Cromhall, "Middle"	*b*	
334	Dean Forest Berry Hill, Ch. Ch. N.S. 7	97 10 0	1854
	" " - "	35 0 0	1856
	" " - "	125 0 0	1857
	" " - "	7 13 4	1858
334	Dean Forest Ch. Ch. (Boys) - - N.S. 3	187 0 0	1864
334	Dean Forest, Holy Trinity - - N.S	*c* 50 0 0	1848
	" -	30 0 0	1856
334	Dean Forest, Holy Trinity, Drybrook (Mitcheldean) - N.S. 3	150 0 0	1863
334	Dean Forest, St. Paul's (Park End) N.S.	105 0 0	1846
	"	50 0 0	1855
334	*Dean Forest, St. Paul's Oldcroft and Slade "Middle"* - - N.S.	150 0 0	1852
	" -	27 5 0	1854
334	*Dean Forest, Viney Hill, Blakeney, and Blakeney Woodside, Infts.* Ch. of E.	142 10 0	1853
334	Dean, Little - N.S. 3	180 0 0	1848
	" - - "	20 0 0	1849
345	Deerhurst - - N.S. 3	255 0 0	1856
341	†Dowdeswell Ch. of E. 2		
338	Downend - - N.S. 5	*150 0 0	1841
	" - - "	42 10 0	1862
343	†Dumbleton, Day - 3		
340	*Duntisbourne Abbot's* - - N.S.	35 0 0	1846
329	Durdham-Down, St. John's - - N.S. 9	545 0 0	1851
333	Dursley - - N.S. 2	*200 0 0	1834
	" - - "	70 0 0	1854
	" - - "	21 15 6	1855
337	Eastington Parish N.S. 1	495 0 0	1859
337	†Eastington - - Wes. 1		
341	Eastleach Martin and Eastleach Turville Ch. of E. 6	160 12 6	1863
330	*Easton, Lower, St. Mark's* - - N.S.	39 9 0	1858

a School closed. *b* Removed from inspection. *c* Used only as Sunday school.

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	GLOUCESTERSHIRE—*cont.*		
338	*Ebley* - - B.S.	150 0 0	1840
	" - - "	150 0 0	1845
	" - - "	167 0 0	1846
340	Fairford, Endowed N.S. 5	86 10 0	1849
345	†Forthampton - N.S. 3		
337	Framilode - - N.S. 5	126 15 9	1858
	" - - "	32 0 0	1861
337	†Framilode - - B.S. 1		
331	Frampton Cotterell B.S. 3	139 0 0	1846
	" - "	50 0 0	1855
331	Frampton Cotterell N.S. 4	80 0 0	1843
	" " - "	40 0 0	1855
	" " - "	260 0 0	1857
337	Frampton-on-Severn N.S. 5	70 0 0	1843
	" " "	19 0 0	1860
337	*Fretherne* - - N.S.	*73 0 0	1838
330	George's, St., Mixed N.S. 8	287 0 0	1858
330	*George's, St., Infts.* N.S.	130 0 0	1856
336	†Gloucester - - N.S. 9		
336	Gloucester - - B.S. 2	250 0 0	1841
	" - - "	124 13 9	1857
	" - - "	8 10 0	1858
	" - - "	132 6 1	1859
330	†Gloucester, Bristol, and Oxford Practising - - 1		
336	†Gloucester, Ch. Ch. N.S. 9		
336	Gloucester, Deacon Street, Boys' Sch. -	70 0 0	1853
336	*Gloucester, St. Catherine's* - - N.S.	*100 0 0	1836
336	Gloucester, St. James' - - N.S. 9	565 0 0	1844
336	*Gloucester, St. John's* - - N.S.	115 0 0	1848
	" " - "	10 5 0	1853
336	Gloucester, St. Mark's (Kingsholme) - - N.S. 9	100 0 0	1842
	" " "	9 0 0	1858
336	†Gloucester, St. Mary-de-Lode, and St. Catherine - - N.S. 10		
336	Gloucester, St. Michael's - - N.S. 9	230 0 0	1848
336	†Gloucester, St. Nicholas - - N.S. 9		
336	†Gloucester - - Wes. 2		
343	†Gretton - - N.S. 5		
335	†Hatfield (Dymock) - N.S. 3		
327	Hanham - - N.S. 5	*100 0 0	1840
	" - - "	25 0 0	1847
	" - - "	25 3 0	1852
	" - - "	17 10 0	1855
	" - - "	136 0 0	1860
327	†Hanham - - Wes. 3		
337	†Hardwick, Reformatory -		
336	†Hatherley Down - N.S. 5		
331	Hawkesbury - - N.S. 11	175 0 0	1847
	" - "	4 11 4	1853
334	‡Hawthorne - Ch. of E. *a*		
336	†Highnam - - N.S. 1		
330	*Horfield* - - N.S.	*41 0 0	1839
350	Horfield, Edmond's Trust, Boys Ch. of E. 8	178 0 0	1860
338	Horsley - Ch. of E. 11	30 0 0	1856
338	†Horsley - - Wes. 1		
331	Horton - Ch. of E. 11	270 0 0	1860

a School pulled down.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	GLOUCESTERSHIRE—*cont.*		
336	†Hucclecote - - N.S. 1		
334	†Huntley - - Ch. of E. 4		
345	Kemerton - - N.S. 3	60 0 0	1846
345	Kemerton, St. Benet's - - R.C. 6	52 10 0	1852
330	Kingsdown, St. Matthew's - - N.S. 8	401 5 0	1850
338	†Kings Stanley - N.S. 11		
338	‡Kings Stanley - B.S. 1		
336	*Kingswood* - - N.S. *b*	*75 0 0	1835
333	†Kingswood Hill - Wes. 3		
333	†Kingswood Reformatory -		
333	†Kingswood (Wotton-under-Edge) - B.S. 2		
344	Leckhampton - N.S. 2	54 0 0	1841
	" - "	25 0 0	1856
	" - "	137 10 0	1860
344	†Leckhampton, St. Philips - - N.S. 2		
122	*Lechlade* - - N.S.	*60 0 0	1836
345	Leigh - - N.S.	162 0 0	1862
337	*Longney* - - N.S.	137 15 1	1863
577	Lydbrook - Ch. of E. 3	77 4 0	1859
336	Maisemore - - N.S. 1	168 0 0	1859
404	*Marston Sicca* - N.S.	113 0 0	1850
334	†Micheldean, Free - N.S.		
338	†Minchinhampton - B.S. 1		
338	†Minchinhampton - Par. 1		
334	†Minsterworth - N.S. 11		
338	Miserden - - N.S.	35 0 0	1842
406	†Moreton-in-the-Marsh Ch. of E. 2		
406	†Moreton-in-the-Marsh B.S. 2		
338	*Nailsworth* - - N.S.	250 0 0	1841
338	Nailsworth - - B.S. 1	*100 0 0	1838
345	Newent - - N.S. 4	354 0 0	1848
	" - - "	14 0 0	1856
577	Newland - - N.S. 3	77 17 0	1860
334	Newnham - - N.S. 10	*50 0 0	1835
333	†Nympsfield - Ch. of E. 12		
338	†Oakridge - - Par. 4		
342	Oddington - - N.S. 2	50 0 0	1845
	" - - "	47 0 0	1847
	" - - "	15 1 6	1850
	" - - "	20 0 0	1854
332	Oldbury-on-Severn - N.S. 4	170 8 0	1855
327	Oldland - - N.S. 4	*100 0 0	1838
	" - - "	25 0 0	1846
	" - - "	46 13 4	1850
	" - - "	62 10 0	1855
327	†Oldland Common - B.S. 3		
332	Olveston and Elbarton - - N.S. 1	*75 0 0	1837
332	*Olveston, Infant* - N.S.	130 0 0	1857
338	Painswick and Ryl United - - N.S. 1	393 0 0	1847
	" " - "	87 10 0	1857
	" " - "	22 19 11	1858
338	*Painswick, The Stad, Holy Trinity* - N.S.	*53 0 0	1838
335	†Pauntley - - N.S. 4		
344	Prestbury - - N.S. 2	*50 0 0	1836
	" - - "	75 12 0	1859
331	Pucklechurch - N.S. 5	60 0 0	1845
336	†Quedgeley - - N.S. 4		
338	Randwick - - N.S. 2	163 0 0	1857
577	†Redbrook - Ch. of E.		
342	*Risington, Great* - N.S.	41 0 0	1842

b Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	GLOUCESTERSHIRE—*cont.*		
342	Risington, Little - N.S.	50 0 0	1841
338	*Rodborough, King's Court* - - B.S.	*70 0 0	1839
336	Sandhurst - - N.S.	106 0 0	1848
341	†Sevenhampton - N.S. 5		
339	Shipton Moyne - N.S. 11	60 0 0	1845
339	Shirehampton - N.S. 5	40 0 0	1846
	" - - "	34 0 0	1848
	" - - "	13 8 8	1858
340	†Siddington - N.S. 7		
327	*Siston* - - N.S.	*75 0 0	1838
331	Sodbury, Chipping - N.S.	125 0 0	1853
331	*Sodbury, Old* - N.S.	*50 0 0	1840
338	†Stanley, St. Leonard's - - N.S. 11		
343	Stanton - - N.S.	204 8 0	1861
343	†Stanway - Ch. of E. 5		
330	Stapleton (Dr. Bell's) N.S. 5	243 15 0	1851
330	†Stoke Bishop, Girls- N.S. 4		
345	*Stoke Orchard* - N.S.	45 0 0	1845
342	Stow-on-the-Wold, Endowed - - N.S. 2	60 0 0	1845
	" " - "	28 0 0	1853
	" " - "	127 0 0	1856
	" " - "	292 0 0	1858
340	Stratton - Ch. of E. 7	*100 0 0	1835
338	Stroud - - N.S. 2	429 0 0	1845
	" - - "	8 0 0	1849
	" - - "	*150 0 0	1840
338	Stroud - - B.S. 1	40 0 0	1857
	" - - "	3 10 9	1858
342	†Swell, Lower - N.S.		
339	Tetbury - - N.S. 2	*145 0 0	1837
	" - - "	182 0 0	1851
	" - - "	14 13 4	1854
345	Tewkesbury - N.S. 9	240 0 0	1843
	" - - "	60 0 0	1853
345	Tewkesbury - B.S. 2	83 12 10	1859
345	†Tewkesbury, Trinity, Infants - - N.S. 9		
332	Thornbury N.S. and Indust. 4	*130 0 0	1837
	" - - "	31 7 0	1849
	" - - "	16 15 10	1857
	" - - "	250 5 2	1862
	" - - "	57 4 6	1863
576	Tidenham - N.S. 3	a60 0 0	1842
345	*Tirley* - N.S.	35 0 0	1842
331	Tormarton - N.S. 5	50 0 0	1854
	" - - "	21 0 0	1858
332	†Tortworth - B.S. 2		
576	†Tutshill - N.S. 3		
336	Twigworth, St. Matthew's - - N.S. 5	13 0 0	1858
345	Twining - - N.S.	64 0 0	1842
330	Two-Mile Hill, St. Michael's (Parish of St. George) - N.S. 8	36 7 6	1862
333	Uley - - N.S. 12	184 0 0	1856
335	†Upleadon - N.S. 4		
336	†Upton, St. Leonard's N.S. 4		
340	Watermoor, Trinity N.S. 7	577 4 0	1856
334	*Westbury-on-Severn* N.S.	80 0 0	1850
330	Westbury-on-Trym, Girls - - N.S. 4	9 0 0	1854
	" " - "	12 6 8	1855
	" " - "	150 0 0	1857
330	Westbury-on-Trym, Infants - - N.S. 4	8 10 0	1853
	GLOUCESTERSHIRE—*cont.*		
330	†Westbury-on-Trym, (Edmund's Endowed) - - N.S. 4		
331	Westerleigh - N.S. 4	67 0 0	1844
	" - - "	23 19 2	1849
	" - - "	31 13 0	1857
389	†Weston-sub-Edge - N.S.		
338	Whiteshill - - N.S. 2	35 0 0	1845
	" - - "	15 15 0	1849
	" - - "	467 14 0	1860
337	Whitminster, or Wheatenhurst Ch. of E. 5	90 0 0	1851
331	†Wickwar - Ch. of E. 2		
343	†Winchcombe - N.S. 5		
340	*Winstone* - N.S.	*26 0 0	1839
330	†Winterbourne - N.S. 4		
341	Withington - N.S. 2	273 0 0	1857
576	Woolastone - Ch. of E. 3	197 7 6	1862
333	†Wotton-under-Edge N.S. 12		
333	Wotton-under-Edge B.S. 2	15 0 0	1855
331	Yate - - - N.S. 11	105 0 0	1855
	HAMPSHIRE.		
118	†Abbott's Ann - N.S. 7		
40	Aldershot - - N.S. 4	387 0 0	1860
113	Alresford - - B.S. 5	19 0 0	1856
113	†Alresford, Old - N.S. 3		
113	Alresford, New - N.S. 3	*80 0 0	1836
113	‡Alresford Royal Patriotic Orphan Ch. of E.		
113	†Alresford (The Grange) - - N.S. 3		
114	Alton - - N.S. 2	200 0 0	1841
	" - - "	81 0 0	1858
	" - - "	8 10 4	1859
114	†Alton, Boys - B.S. 5		
114	†Alton (Messrs. Crowley's), Girls - B.S. 5		
97	Alverstoke - - N.S. 2	174 0 0	1843
	" - - "	52 10 0	1851
	" - - "	53 2 6	1861
97	Alverstoke, New Town, Infants - N.S. 2	200 0 0	1854
	" " - "	64 12 0	1855
118	Andover - " - N.S. 7	910 0 0	1860
118	Andover - - B.S. 5	*170 0 0	1854
	" - - "	61 15 0	1863
99	†Arreton - N.S. 10		
100	†Baddesley, South Ch. of E. 2		
116	†Basingstoke - B.S. 5		
116	†Basingstoke - P.U.		
119	*Baughurst* - - N.S.	50 0 0	1843
	" - - "	25 0 0	1844
104	†Beechwood - - B.S.		
104	†Beechwood - - N.S. 11		
114	Bentley - - N.S. 5	100 0 0	1843
113	†Bighton - - N.S. 3		
99	Binsted - - N.S. 10	198 17 6	1855
109	Bishopstoke - N.S. 6	68 0 0	1844
	" - - "	40 0 0	1859
106	Bitterne, Boys, Girls, and Infants - N.S. 11	230 0 0	1858
	" - - "	184 0 0	1859
106	†Bitterne, " Infant Ch. of E. 11		

a Repaid in 1844 by Mr. W. H. Cook.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	HAMPSHIRE—*cont.*	£ s. d.	
111	*Blendworth* - - N.S.	8 18 0	1857
100	Boldre, East - N.S.	72 0 0	1842
106	Botley - - N.S. 3	262 0 0	1856
	Botley Hedge End N.S.	134 15 0	1864
101	†Bournemouth - N.S. 5		
117	Bourne, St. Mary's- N.S. 7	483 0 0	1862
99	Brading - - N.S. 5	136 0 0	1844
99	*Brading* - - B.S.	291 0 0	1847
116	†Bramley - - Par. 12		
104	†Bramshaw - N.S. 3		
104	*Bramshaw, Fritham* Ch. of E.	37 10 0	1862
101	*Brausgore* - - N.S.	50 0 0	1854
99	Brixton (Isle of Wight) - - N.S. 10	*80 0 0	1837
	" " " - "	47 7 0	1856
109	Brockenhurst Ch. of E. 5	387 12 0	1863
108	*Broughton* - - N.S.	*20 0 0	1835
108	†Broughton cum Bossington - - N.S. 4		
112	†Buriton - - N.S. 1		
102	*Burley* - - N.S.	*a* 45 0 0	1842
102	Burley-Ville, Daily Ch. of E. 5	228 0 0	1855
106	Bursledon - - N.S. 3	*48 0 0	1856
99	Calbourne (Isle of Wight) - - N.S. 10	*60 0 0	1837
	" " - -	45 0 0	1849
	" " - -	10 10 0	1863
113	†Candover (Brown) - N.S. 3		
116	†Candover, Preston N.S. 3		
99	Carisbrooke (Isle of Wight) - - N.S. 10	50 0 0	1843
	" " - "	22 1 0	1855
111	Catherington, Girls N.S. 1	80 0 0	1852
111	Catherington, Boys Ch. of E.	*See* Horndean.	
114	†Chawton - - N.S. 2		
118	Chilbolton - - N.S.	35 0 0	1844
99	†Chilberton - - N.S. 10		
101	†Christ Church - N.S. 5		
101	†Christ Church - P.U.		
115	Church Crookham (or Crookham Crondall) - - N.S. 4	150 0 0	1844
	" " - "	26 13 0	1859
116	†Church Oakley - N.S. 12		
109	Colden Common - N.S. 7	97 0 0	1845
112	Colmer and Pryors Dean - - N.S. 1	38 0 0	1843
109	Compton - - N.S.	20 0 0	1841
99	Cowes, East - N.S. 10	*75 0 0	1836
	" " - "	594 0 0	1862
99	*Cowes, West* - B.S.	*80 0 0	1838
99	Cowes, West - N.S. 10	41 0 0	1856
	" " - "	240 0 0	1861
	" " - "	336 0 0	1862
109	Crawley - - Par. 6	26 0 0	1859
115	Crondall, Endowed N.S. 5	*52 0 0	1836
115	†Crondall, Girls - N.S.	*b*	
119	*Crux Easton* - N.S.	60 0 0	1849
110	*Cuthridge* - - N.S.	*30 0 0	1839
107	Dean, East - N.S. 6	107 0 0	1857
104	†Dibden - - N.S. 11		
116	†Droxford - - N.S. 4		
115	*Dummer* - - N.S.	20 0 0	1847
110	†Durley - - N.S. 4		
109	†Easton - - N.S.		
104	Elins (Rumbridge St.) N.S.	145 0 0	1845
104	Elling, North - N.S. 10	80 0 0	1844
	" " - "	45 0 0	1854
97	Elson - - N.S. 2	158 0 0	1850
	" - - "	76 16 0	1860
115	†Elvetham (Lord Calthorpe's).		
104	*Emery Down* - N.S.	96 0 0	1859
112	*Empshott* - N.S.	31 10 0	1854
104	‡Exbury - - N.S.		
98	Fareham, Boys and Girls - - N.S. 3	5 18 0	1857
98	*Fareham* - - B.S.	*c**80 0 0	1836
98	*Fareham (Crocker Hill) National and Evening* - - -	*a*61 0 0	1849
98	†Fareham, Funtley Branch - - N.S.		
98	*Fareham, Infants* - N.S.	100 0 0	1853
114	†Farringdon (near Alton) - - N.S. 2		
104	†Fawley - - N.S. 11		
103	Fordingbridge - N.S. 5	*115 0 0	1837
103	†Fordingbridge - B.S. 5		
96	*Fratton* - - N.S.	*62 10 0	1834
106	Freemantle - Ch. of E. 11	740 0 0	1857
99	Freshwater - - N.S. 5	180 0 0	1850
99	†Godshill - - Par. 10		
97	Gosport, Holy Trinity Ch. of E. 2	47 10 0	1862
97	†Gosport, Royal B.S. 5		
97	Gosport, St. Matthew's - - N.S. 2	400 0 0	1845
97	†Gosport (Preparatory) - - N.S.	*d*	
118	*Grateley* - Ch. of E.	40 0 0	1846
110	Hambledon - - N.S. 4	226 0 0	1856
106	*Hamble-le-Rice* - N.S.	53 0 0	1843
	†Hampshire Reformatory.		
119	*Hannington* - N.S.	60 0 0	1845
116	†Hartley Wespall Ch. of E. 12		
115	Hartley Wintney, Infant - - N.S. 2	70 0 0	1846
115	Hartley Wintney - Par. 9	5 16 4	1858
95	*Havant* - - B.S.	*a**75 0 0	1835
95	Havant and Bedhampton - - N.S. 7	50 0 0	1847
	" " " "	9 0 0	1852
	" " " "	2 15 0	1854
	" " " "	36 9 6	1858
112	†Hawkley - Ch. of E.		
41	*Hawley* - - N.S.	*50 0 0	1835
95	†Hayling - Ch. of E. 7		
41	*Headley* - - N.S.	*42 0 0	1839
41	Headley Endowed 1	22 0 0	1859
99	*Helens, St.* - - N.S.	333 18 6	1861
101	Holdenhurst - N.S. 5	45 0 0	1845
98	Hook Common - N.S. 4	70 0 0	1843
	" " - "	14 0 0	1847
	" " - "	51 3 8	1859
100	Hordle - - N.S. 2	348 18 3	1861
111	Horndean, Boys Ch. of E. 1	271 0 0	1861
109	†Hursley - - Par. 6		
117	†Hurstbourne Priors (Earl of Portsmouth's) - - 7		
118	*Hurstbourne Tarrant* - N.S.	150 0 0	1847
103	†Hyde (Fordingbridge) - N.S. 5		

a School closed. *b* Now incorporated with Crondall Endowed School. *c* Extinct.
d Inspection withdrawn.

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	HAMPSHIRE—*cont.*		
119	‡Kingsclere, Girls - N.S.		
119	Kingsclere, Boys, Free - Ch. of E. 7	279 4 0	1861
119	Kingsclere, Woodlands - Ch. of E. 10	117 13 6	1863
41	*Kingsley* - - N.S.	50 0 0	1852
	" - - "	23 0 0	1854
108	King's Somborne - N.S. 7	160 0 0	1842
	" " - "	74 0 0	1846
	" " - "	247 9 8	1857
96	Kingston Cross, School of Industry N.S.	*62 10 0	1834
109	Kingsworthy - N.S. 6	294 0 0	1859
117	†Laverstoke - Ch. of E. 7		
104	*Longdown* - - N.S.	170 0 0	1860
108	†Longstock - - N.S.		
100	Lymington - - N.S. 2	*150 0 0	1836
100	†Lymington - - B.S. 5		
104	Lyndhurst - - N.S. 2	264 0 0	1850
	" - - "	61 6 0	1858
112	Lyss - - N.S.	*30 0 0	1841
116	*Mapledurwell* - N.S.	42 10 0	1863
109	Martyr-Worthy - N.S. 6	170 8 0	1860
114	Medsted - - N.S. 2	54 0 0	1848
110	Meoh, East - - N.S. 1	184 0 0	1845
	" " - - "	35 0 0	1856
	" " - - "	4 8 9	1859
112	Meon, West - - N.S. 1	229 10 0	1853
110	Meonstoke - - N.S. 4	45 0 0	1842
109	Milford - - N.S. 2	37 10 0	1842
	" - - "	15 5 0	1863
106	†Millbrook - Ch. of E. 11		
100	*Milton* - - N.S.	*50 0 0	1837
	" - - "	41 16 0	1851
101	†Moordown - - N.S. 5		
126	†Mortimer, West End Ch. of E. 12		
104	Netley, St. Matthew's - - N.S. 11	124 0 0	1856
99	Newport - - N.S. 10	47 5 6	1859
99	*Newport* - - B.S.	*100 0 0	1837
	" - - -	100 0 0	1846
114	†Newton Valence, Infant - - N.S.*a*		
110	Newtown Soberton Ch. of E. 4	19 16 5	1857
99	†Niton (I. of Wight) N.S.		
105	Northam, Ch. Ch. Day - - N.S. 9	800 0 0	1859
99	†Northwood - - N.S. 10		
99	Oakfield, St. John's N.S. 10	90 0 0	1846
	" " - "	14 15 0	1849
	" " - "	42 10 0	1852
	" " - "	240 0 0	1856
115	Odiham - - N.S. 4	*120 0 0	1840
	" - - "	7 14 0	1852
	" - - "	32 0 0	1853
	" - - "	6 6 8	1857
117	Overton - - N.S.	*77 0 0	1839
	" - - "	306 0 0	1849
100	*Owslebury* - N.S.	34 0 0	1841
101	†Parley, East - N.S. 5		
112	Petersfield - - N.S. 1	*126 0 0	1837
	" - - "	687 0 0	1855
	" - - "	160 0 0	1859
112	†Petersfield - - B.S. 5		
101	†Pokesdown - - N.S. 5		
98	†Porchester - - N.S.		
96	†Portsea - - R.C.		

a Inspection withdrawn.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	HAMPSHIRE—*cont.*		
96	Portsea, Beneficial Society's - - 7	*140 0 0	1837
96	†Portsea Island - P.U.		
96	Portsea, All Saints' N.S. 7	139 0 0	1847
	" " - "	30 0 0	1851
	" " - "	107 10 0	1853
	" " - "	45 0 0	1855
96	*Portsea, Free* - N.S.	503 0 0	1856
96	†Portsea, St. John's, Infants - - N.S. 7		
96	Portsea Town, St. John's and Trinity, Boys - - N.S. 7	*b*470 0 0	1847
	" " - "	13 6 8	1850
96	†Portsea Town, Trinity, Girls - - 7		
96	Portsmouth - N.S. 7	100 0 0	1846
96	*Portsmouth, Royal Victoria Infant (Bath Square Point)* - - B.S.	100 0 0	1845
	" " "	23 0 0	1849
106	†Redbridge (Millbrook), Girls Ch. of E. 11		
95	*Redhill, St. John's* - N.S.	108 0 0	1847
102	Ringwood - - N.S. 5	360 0 0	1849
	" - - "	125 0 0	1851
107	Romsey, Boys and Girls - - B.S. 5	218 0 0	1848
	" " - "	86 0 0	1854
	" " - "	139 10 0	1863
107	Romsey - - N.S. 6	50 17 6	1854
	" - - "	39 8 0	1857
	" - - "	5 10 0	1858
107	†Rownhams - - N.S. 11		
104	Rumbridge. *See* Eling.		
99	Ryde - - N.S. 10	8 13 4	1850
	" - -	928 0 0	1857
99	*Ryde* - - B.S.	207 0 0	1841
99	†Ryde, Trinity - N.S. 10		
99	Sandown - - N.S. 5	590 0 0	1857
98	Sarisbury, St. Paul's N.S. 3	62 0 0	1847
114	Selborne - - N.S. 2	73 0 0	1844
99	Shalfleet - Ch. of E. 5	117 0 0	1851
116	†Sherborne, St. John's - Ch. of E. 12		
107	*Sherfield, English* - N.S.	60 0 0	1847
110	*Shidfield* - - N.S.	114 0 0	1862
106	†Shirley - - N.S. 11		
106	†Sholing Common - N.S. 11		
105	*Southampton* - B.S.	*65 0 0	1835
	" - - "	*150 0 0	1839
105	†Southampton - Wes. 5		
105	Southampton, All Saints' - - N.S. 9	565 0 0	1850
105	Southampton (Bedford Place) - N.S.	*100 0 0	1836
105	*Southampton (Charlotte Place)* - N.S.	300 0 0	1856
105	Southampton Holy Rhood - - N.S. 9	286 0 0	1862
105	Southampton, Holy Trinity District - N.S. 9	700 0 0	1855
	" " - "	48 10 0	1857
105	†Southampton, Incorporation of the Poor - - P.U.		

b Includes building and book grants for girls' school.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	HAMPSHIRE—*cont.*		
105	*Southampton, Ragged St. George's Place (Houndwell)* - -	268 15 0	1855
105	†Southampton, St. James - - N.S. 9		
105	† Southampton, St. Luke's, New Town District - - N.S 9		
105	Southampton, St. Mary's, Crabnicton District - N.S. 9	327 0 0	1858
	" " " - "	270 0 0	1858
	" " " - "	148 0 0	1859
105	Southampton, St. Mary's, Grove Street - - N.S. 9	180 0 0	1841
	" " - "	100 0 0	1844
	" " - "	60 0 0	1854
	" " - "	60 0 0	1856
	" " - "	59 0 0	1859
105	*Southampton, St. Mary's, Extra, (Pear Tree Green)* N.S.	175 0 0	1850
	" " - "	136 0 0	1857
105	*Southampton, St. Michael's* - - N.S.	371 5 0	1853
105	†Southampton, St. Paul's - - N.S. 9		
104	†Southampton, St. Peter's - Ch. S. 9		
96	Southsea, St. Jude's N.S. 7	390 0 0	1852
96	Southsea, St. Paul's N.S. 7	316 10 0	1850
	" " - "	50 0 0	1852
109	Sparsholt - " - N.S.	32 0 0	1851
112	*Steep* - - N.S.	45 0 0	1844
108	†Stockbridge, Day and Evening - N.S. 7		
106	Stoneham, South, Portswood and Highfield - N.S. 11	156 0 0	1849
	" " - "	112 13 8	1858
113	Sutton (Bishop) - N.S.	294 6 0	1859
41	*Sutton Long* - N.S.	66 0 0	1849
110	Swanmore - - N.S. 4	226 17 6	1864
100	Sway - - N.S.	50 0 0	1844
107	*Timsbury* - - N.S.	53 0 0	1848
114	†Tisted, East - N.S. 2		
113	Titchborne - - N.S. 3	45 0 0	1844
98	†Titchfield - - N.S. 3		
104	Totton - - B.S. 5	*50 0 0	1834
109	Twyford - - N.S. 6	45 0 0	1843
	" - - "	21 0 0	1855
	" - - "	364 0 0	1861
108	†Tytherley, East, Endowed - Ch. of E. 7		
108	†Tytherley, West - N.S. 7		
110	Upham - - N.S. 4	47 0 0	1848
99	Ventnor - - N.S. 5	939 12 0	1860
108	Wallop, Nether - N.S. 9	*46 0 0	1839
108	†Wallop, Over Ch. of E. 7		
110	†Waltham, Bishop's N.S. 4		
116	Waltham, North - N.S.	35 0 0	1853
95	Warblington and Emsworth - N.S. 7	*126 0 0	1839
	" " - "	79 0 0	1853
	" " - "	17 0 0	1855
	" " - "	33 0 0	1864
95	*Warblington and Emsworth, Infant* N.S.	95 0 0	1846
110	†Warnford Park - N.S. 1		
107	†Wellow - - N.S.	*a*	
106	Westend, St. James' N.S. 11	*72 0 0	1839
118	Weyhill - Ch. of E. 7	102 5 0	1856
99	Whippingham - N.S. 10	106 0 0	1851
117	Whitchurch - N.S. 7	256 0 0	1846
	" - - "	26 0 0	1855
117	†Whitchurch - Wes. *b*		
99	†Whitwell - - N.S. 5		
98	†Wickham - - N.S. 3		
99	†Wight, Isle of - P.U.		
109	†Winchester, Central N.S. 6		
109	Winchester, Hyde, St. Bartholomew's N.S. 6	70 0 0	1847
	" " - "	18 0 0	1849
	" " - "	50 0 0	1855
	" " - "	3 8 6	1856
109	Winchester, St. John's - - N.S. 6	376 0 0	1837
109	†Winchester, St. Michael's, Practising - - N.S. 6	90 0 0	1850
	" " - "	19 0 0	1853
	" " - "	113 19 8	1857
	" " - "	221 0 0	1858
109	Winchester, St. Peter's (Cheesehill) - N.S. 6	70 0 0	1842
	" " - "	55 0 0	1845
109	Winchester, St. Thomas' - - N.S. 6	113 0 0	1848
	" " - "	62 0 0	1850
	" " - "	25 0 0	1854
109	Winchester, Trinity (late St. Maurice's) N.S. 6	145 0 0	1845
	" " - "	84 0 0	1849
	" " - "	43 6 6	1859
	" " - "	31 10 0	1859
115	*Winchfield* - Ch. of E.	122 15 0	1862
109	†Wonston - - Par. 6		
119	Woodhay, East - N.S. 7	*50 0 0	1837
	" " - "	46 0 0	1857
119	Woolton Hill - N.S. 7	80 0 0	1850
116	†Worting - - N.S. 12		
98	Wymering and Widley - - - N.S. 3	130 0 0	1849
99	Yarmouth (Isle of Wight) - - N.S. 5	438 0 0	1855
	HEREFORDSHIRE.		
349	Almeley - - N.S. 3	5 0 0	1850
346	Ashperton and Canon Frome - - N.S. 3	188 0 0	1855
347	†Ballingham - - N.S.		
348	†Belmont, St. Michael's - - R.C. 7		
348	†Birch, Little - Ch. of E. 2		
347	†Bishopswood - N.S. 5		
346	†Bosbury, Boys - N.S. 5		
346	Bosbury, Girls - N.S. 5	118 10 0	1849
347	*Brampton-Abbots* Ch. of E.	100 0 0	1858
604	†Brampton Brian - N.S. 4		
347	Bridstow - - N.S. 5	90 0 0	1849
385	*Brimfield* - - N.S.	263 10 0	1832
350	Bromyard, Infants - N.S.	28 6 8	1850
350	Bromyard, Mixed - N.S. 5	254 0 0	1862
350	†Bromyard - - B.S. 6		
347	*Caple, King's* - N.S.	35 0 0	1845
348	†Clehonger - - Ch. of E. 6		

a Inspection withdrawn.

b No school for some years.

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	HEREFORDSHIRE—*cont.*		
602	*Clifford, Endowed* - N.S.	*50 0 0	1837
	" " - -	20 15 4	1862
350	Cowarne, Much, Central - - N.S. 5	379 0 0	1859
350	Cradley - - N.S. 5	238 0 0	1856
	" - - "	47 15 0	1860
351	†Croft and Yarpole - N.S.		
348	†Dewchurch, Much - N.S. 8		
349	Dilwyn - - N.S. 5	115 0 0	1846
	" - - "	22 0 0	1856
348	*Dyncdor* - - N.S.	*35 0 0	1840
603	Eardisley - - N.S. 3	256 0 0	1857
346	†Eastnor - - Par. 2		
348	Eaton-Bishop - N.S. 2	40 0 0	1844
	" - - "	70 0 *0	1852
348	*Ewyas Harold* - N.S.	56 0 0	1846
350	Frome, Bishop - N.S. 4	80 0 0	1844
	" " - "	25 0 0	1849
	" - - "	65 0 0	1863
347	Goodrich " - - N.S. 5	311 14 0	1854
	" - - "	62 0 0	1857
346	Hadfield. *See* Gloucestershire.		
347	†Hentland and Hoarwithy - - Par. 5		
348	Hereford, Blue Coat N.S. 6	87 0 0	1857
348	Hereford, St. Martin's - - N.S. 6	438 0 0	1858
348	†Hereford, St. Nicholas - - - N.S. 6		
348	Hereford, St. Peter's N.S.	*290 0 0	1839
	" " - "	58 0 0	1842
348	Hereford, Scudamore's Charity - - N.S. 6	540 0 0	1854
	" " - "	16 0 0	1855
348	Holmer - - N.S. 1	208 0 0	1860
351	Hope, Upper Hill - N.S. 10	225 16 1	1855
351	Ivington, St. John's N.S. 2	80 5 0	1850
348	*Kentchurch, Endowed* N.S.	45 0 0	1847
351	*Kingsland* - - N.S.	75 0 0	1847
348	Kingston and Thruxton - - - N.S. 3	90 0 0	1846
603	Kington - - N.S. 4	*150 0 0	1838
349	Kinnersley - Ch. of E.	88 0 0	1861
346	Ledbury - - N.S. 6	117 10 0	1851
352	Leintwardine, Endowed - - N.S. 4	250 0 0	1848
	" " - "	31 4 4	1851
	" " - "	52 0 0	1855
351	†Leominster, Boys - B.S. 1		
351	†Leominster, Girls - B.S. 1		
351	Leominster - - N.S. 3	906 0 0	1858
347	*Llangarren* - - Ch. of E.	147 0 6	1859
347	*Llanwarne* - - Ch. of E.	183 0 0	1856
348	†Luzwardine - Ch. of E. 2		
603	†Lyonshall - - Par. 1		
348	Madley - - N.S. 3	202 5 0	1853
603	†Mahollem - - - 1		
349	Mansel-Lacey - N.S. 7	172 5 0	1853
346	Marcle (Much) - N.S. 7	237 0 0	1853
351	*Monkland* - - N.S.	108 0 0	1854
348	†Mordiford - Ch. of E. 3		
348	Orcop - - N.S. 11	288 0 0	1858
351	Orleton - - N.S. 2	312 0 0	1855
385	*Rochford* - - N.S.	89 0 0	1859
347	Ross and Archenfield (Royal Victoria) - B.S. 1	*100 0 0	1837
	" " - "	*100 0 0	1837
	" " - "	*250 0 0	1846
	HEREFORDSHIRE—*cont.*		
347	Ross and Archenfield (Royal Victoria)—*continued* - - B.S. 1	100 0 0	1844
	" " - -	18 10 0	1855
351	*Stoke Prior* - - N.S.	33 10 0	1849
	" " - -	16 15 0	*1850
348	Stretton Sugwas - N.S. 2	230 18 0	1859
347	†Upton Bishop - N.S. 2		
349	Weobley - - N.S. 5	179 0 0	1856
	" - - "	90 0 0	1857
347	*Wormard's, Saint* - N.S.	82 0 0	1847
350	*Whitbourne* - Ch. of E.	164 0 0	1856
577	Whitchurch - - N.S. 5	318 0 0	1858
602	*Whitney* - - N.S.	42 0 0	1846
352	Wigmore - - N.S. 4	185 0 0	1861
348	†Wormbridge - - N.S. 2		
	HERTFORDSHIRE.		
144	*Alban's, St.* - - N.S.	*50 0 0	1836
	" - - "	79 0 0	1848
144	†Alban's, St., Ch. Ch. (Cross Street), Infants' School - - 2		
144	†Alban's, St. - - B.S. 2		
144	†Alban's, St., St. Michael's, Infants - N.S. 2		
144	Alban's, St., St. Peter's - - Ch. of E. 2	100 0 0	1851
	" " - "	68 0 0	1859
139	†Albury - - Ch. of E. 6		
138	Amwell, Great - N.S. 7	24 13 4	1858
140	*Anstey* - - N.S.	111 4 0	1854
140	Ardeley - - N.S. 4	*40 0 0	1837
	" - - "	30 0 0	1846
	" - - "	169 0 0	1858
	" - - "	35 0 0	1864
140	†Ashwell (New) - N.S. 3		
140	Aspeden, Endowed - N.S. 6	61 15 11	1849
141	*Baldock* - - N.S.	*200 0 0	1834
141	Baldock - - B.S. 3	*60 0 0	1839
	" - -	46 0 0	1858
136	†Barham Wood - B.S.		
140	†Barley - - N.S. 4		
136	*Barnet, Chipping* - N.S.	60 0 0	1846
142	Bayford - - N.S. 6	45 0 0	1857
142	Bengeo - - N.S. 7	112 10 0	1850
	" - - "	50 0 0	1856
	" - - "	334 4 0	1861
142	*Bennington* - - N.S.	45 0 0	1843
147	Berkhampstead, Great, and North Church Day and Evening N.S. 2	*100 0 0	1838
	" "	140 0 0	1859
147	*Berkhampstead, Great* " - B.S.	*130 0 0	1834
139	†Bishop's Stortford - B.S. 3	150 0 0	1840
	" " - "	100 0 0	1847
	" " - "	44 0 0	1856
	" " - "	23 13 9	1860
139	†Bishop's, Stortford - N.S. 3		
139	†Bishop's Stortford, New Town - N.S.		
139	Bishop's Stortford (Rochester Diocesan) Model Sch. - 3	433 0 0	1859
146	†Bovingdon - Ch. of E. 1		
146	Boxmoor - - N.S. 2	75 0 0	1842
	" - - "	13 2 9	1861

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	HERTFORDSHIRE—*cont.*		
142	†Bramfield - - N.S. 3		
141	Breachwood Green N.S. 7	195 0 0	1860
138	†Broxbourne Bury Ch. of E.		
138	†Broxbourne, Free - N.S. 3		
140	Buckland - - N.S.	80 0 0	1848
140	Buntingford - N.S.	100 0 0	1845
	" - "	2 18 4	1849
	" - "	17 10 0	1856
143	*Burnham Green* - N.S.	50 0 0	1843
145	Bushey - - B.S. 2	125 0 0	1846
	" - "	47 14 0	1848
137	Cheshunt - - B.S. 3	264 0 0	1858
137	†Cheshunt, Vicarage, Girls - - N.S. 3		
137	†Cheshunt, Vicarage, Infants - - N.S. 3		
137	†Cheshunt (Dewhurst's) - - N.S. 3		
146	Chipperfield - N.S. 1	50 10 0	1843
141	Clothall - Ch. of E. 3	163 0 0	1860
141	Codicote - - N.S. 10	850 0 0	1858
136	†Colney, St. Peter's - N.S. 10		
143	Cromer Hyde - N.S.		
142	†Datchworth - N.S. 10		
146	†Flamstead - - N.S. 4		
146	†Flaunden, Mixed Ch. of E. 10		
146	Frogmoor End Ch. of E. 2	539 14 0	1857
146	*Gaddesdon, Great* - N.S.	181 16 0	1857
139	†Hadham, Much - N.S. 4		
139	†Hadham, Little - N.S. 4		
139	*Hadham, Little* - B.S.	*40 0 0	1836
144	†Harpenden - N.S. 4		
144	Harpenden, Boys and Girls - - B.S. 3	105 0 0	1851
	" " "	11 1 6	1861
144	†Harpenden, Infants B.S. 3		
146	†Hatfield (Bishop's) N.S. 10		
146	Hemel Hempstead, Boys and Girls Ch. of E. 2	843 10 0	1856
146	†Hemel Hempstead, Girls - - N.S. 2		
146	Hemel Hempstead, Royal - - B.S. 2	*150 0 0	1834
146	†Hemel Hempstead, Infants - Ch. of E. 2		
142	Hertford, Abel Smith's Memorial - - N.S. 7	512 0 0	1861
142	*Hertford, All Saints, Girls, Industrial* N.S.	40 0 0	1851
142	Hertford, All Saints', Infants - - N.S. 6	48 10 0	1852
	" " - "	36 13 0	1864
142	Hertford - - B.S. 3	250 6 3	1864
142	Hertford (Cowper's Testimonial) Ch. of E. 7	84 0 0	1860
142	†Hertford, Green Coat, Endowed - - N.S. 6		
142	Hertford Heath - N.S. 4	*75 0 0	1838
	" -	41 12 0	1859
142	†Hertford, St. Andrew's N.S. 4	a	
142	†Hertingfordbury Ch. of E. 10		
138	†High Cross - - N.S. 7		
139	†High Wych - - N.S. 4		
141	Hitchin - - B.S. 5	*175 0 0	1838
	" - "	200 0 0	1854
141	Hitchin, Girls and Infants - - B.S. 5	1,055 0 0	1859

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	HERTFORDSHIRE—*cont.*		
141	*Hitchin, St. Andrew's* N.S.	300 0 0	1854
141	Hitchin, St. Mary's N.S. 4	1,540 0 0	1855
138	Hoddesdon - - N.S. 3	125 0 0	1844
	" - "	55 0 0	1845
138	*Hoddesdon, Easter Jones' Charity* Ch. of E.	279 0 0	1858
138	†Hoddesdon - - B.S. 3		
138	†Hoddesdon, Girls and Infants - B.S. 3		
140	*Hormead, Great* - N.S.	100 0 0	1845
138	†Hunsdon - Ch. of E. 5		
141	Ickleford - - N.S. 4	*50 0 0	1839
	" - "	261 0 0	1849
141	Ippolyts, Saint - N.S. 4	106 0 0	1847
	" " - "	14 15 0	1854
	" " - "	17 0 0	1855
140	†Kelshall - Ch. of E. 3		
184	Kensworth - - N.S. 5	150 0 0	1853
141	Kimpton - - Par. 4	540 0 0	1856
145	Langley, Abbot's - N.S. 2	60 0 0	1845
	" " - "	50 0 0	1848
	" " - "	10 0 0	1849
	" " - "	246 0 0	1854
	" " - "	14 0 0	1855
	" " - "	88 18 0	1861
146	Langley, King's - N.S. 2	*90 0 0	1838
	" " - "	127 0 0	1858
145	Leavesden - - N.S. 2	40 0 0	1843
146	†Leverstock Green - N.S. 2		
143	†Mimms, North - N.S. 10		
138	Munden, Great - N.S.	60 0 0	1846
	" " - "	15 0 0	1847
	Northaw - - N.S. 10	124 0 0	1851
147	†Northchurch, Infts. N.S. 2		
139	*Pelham, Brent* - N.S.	50 0 0	1846
139	Pelham, Furneux - N.S. 3	50 0 0	1843
	" " - "	15 0 0	1855
	" " - "	10 0 0	1863
141	Pirton - - N.S.	74 0 0	1841
	" - "	15 13 10	1854
	" - "	39 10 0	1858
147	†Potten End - - N.S. 1		
138	†Puckeridge Ch. of E. 6		
144	Redbourn - - N.S. 2	199 0 0	1858
145	Rickmansworth - N.S. 7	238 0 0	1850
140	Royston - - N.S. 4	27 0 0	1855
	" - "	67 10 0	1863
140	Royston - - B.S. 3	75 0 0	1840
140	Sandon - - N.S. 3	*40 0 0	1837
	" - "	30 0 0	1846
	" - "	38 15 0	1859
	" - "	17 10 0	1860
145	Sarratt - - N.S. 10	171 0 0	1862
139	†Sawbridgeworth - N.S. 3		
136	Shenley - - N.S. 10	52 0 0	1842
	" - "	7 0 0	1848
	" - "	76 0 0	1854
	" - "	223 0 0	1860
138	†Stanstead Abbots Ch. of E.		
141	*Stevenage* - - N.S.	*92 0 0	1834
	" - "	46 0 0	1851
	" - "	41 0 0	1851
144	†St. Stephens and Frogmore - - N.S. 5		
140	Therfield - - N.S. 3	128 0 0	1856
147	Tring - - N.S. 1	182 0 0	1843
138	†Wadesmill, Infants N.S. 6		
141	†Walden, St. Paul's Ch. of E.		

a School closed.

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	HERTFORDSHIRE—*cont.*		
142	Walkern - - N.S. 4	13 0 0	1857
137	†Waltham Cross, Trinity (Girls and Infants) - 2		
138	Ware - - N.S. 7	490 0 0	1844
138	*Ware* - - B.S.	*75 0 0	1839
138	†Ware, Ch. Ch. - N.S. 6		
145	Watford - - N.S. 2	*60 0 0	1838
	" - - "	130 0 0	1842
145	*Watford Heath* Ch. of E.	*a* 82 0 0	1855
142	†Watton - - N.S. 3		
143	Welwyn - - N.S. 4	957 0 0	1859
140	†Westmill - - N.S.		
141	†Weston - - N.S. 5		
144	Wheathamstead, - N.S. 10	282 11 3	1863
141	Willian - - N.S.	25 0 0	1842
	" - - "	20 0 0	1844
	" - - "	20 0 0	1848
147	Wilstone - - N.S. 5	100 0 0	1847
143	Woodhill - - N.S. 10	350 0 0	1858
138	†Wormley - - N.S. 2		
141	*Wymondley, Great* - N.S.	60 0 0	1848
	HUNTINGDONSHIRE.		
178	Abbotsley - - N.S. 3	42 0 0	1845
176	*Alconbury* - - N.S.	75 0 0	1842
175	†Alwalton (Earl Fitzwilliam's) - - 5		
177	*Bluntisham* - - N.S.	15 0 0	1850
	" - - "	32 0 0	1856
176	†Brampton - Ch of E. 4		
177	*Broughton* - - N.S.	60 0 0	1844
173	Bythorn - - N.S. 4	204 0 0	1860
178	*Calworth, Great* - N.S.	42 0 0	1845
177	Earith - - B.S. 3	100 0 0	1840
175	Farcet - - N.S. 3	60 0 0	1848
	" - - "	76 4 6	1862
177	Fen-Stanton, New - N.S. 3	144 0 0	1847
177	†Fen-Stanton - B.S. *b*		
175	*Fletton, New* - B.S.	364 10 0	1856
176	†Godmanchester, Girls - - N.S. 6		
176	†Hamerton - Ch. of E. 3		
177	†Hemingford Green- N.S. 3		
177	†Hemingford Grey - N.S.		
175	†Holme - Ch. of E. 4		
176	Huntingdon, Boys - N.S. 3	32 0 0	1855
176	Huntingdon, St. Mary's, Girls and Infants - - N.S. 6	83 0 0	1855
176	†Huntingdon, Walden's Charity - N.S. 6		
177	Ives, Saint - - N.S. 5	250 0 0	1845
	" - - "	80 0 0	1846
	" - - "	18 0 0	4851
	" - - "	46 0 0	1853
177	†Ives, Saint - - B.S. 3		
178	†Kimbolton - - N.S. 7		
178	Neots, Saint, Boys' Free Charity - N.S. 6	44 0 0	1855
	" " - "	206 12 0	1860
178	Neots, Saint, Free Charity, Girls and Infants - - N.S. 3	146 0 0	1842
	" " - "	20 4 4	1857
178	†Neots, Saint - B.S.		
178	Neots, Saint - Wes. 3	684 0 0	1859
	HUNTINGDONSHIRE—*cont.*		
178	*Offord-Cluney* - N.S.	48 0 0	1847
	" - - "	23 10 0	1850
	" - - "	18 0 0	1850
175	Orton Longville Ch. of E. 3	172 16 0	1854
175	*Orton Waterville* - N.S.	63 0 0	1850
176	†Ramsey, St. Mary's Ch. of E. 4		
176	†Ramsey - - Wes. 4		
176	*Ripton, King's* - N.S.	40 0 0	1845
176	*Sawtrey* - - N.S.	57 0 0	1841
	" - - "	35 0 0	1844
176	†Sawtrey - - Wes.		
176	*Spaldwic* - - N.S.	60 0 0	1847
175	Stangroun d - - N.S. 3	65 0 0	1846
176	†Steeple Gidding - N.S. 4		
175	Stilton - - N.S. 4	75 0 0	1846
	" - - "	70 0 0	1859
176	*Stukeley, Great* - N.S.	45 0 0	1845
174	*Thurning* - - N.S.	26 10 0	1843
177	†Warboys - - N.S. 3		
173	Weston, Old - N.S. 4	50 0 0	1844
173	*Wistow* - - N.S.	50 0 0	1842
177	*Woodhurst* - - N.S.	42 0 0	1843
	" - - "	40 0 0	1845
	" - - "	12 0 0	1846
	" - - "	8 0 0	1858
177	†Woodhurst - - B.S. 4		
176	*Wood-Walton* Ch. of E.	126 0 0	1861
175	*Yaxley, Endowed* Ch. of E.	128 0 0	1849
185	†Yelling - - N.S.		
	KENT.		
61	Appledore and Ebony - - N.S. 4	120 0 0	1848
	" " - "	21 19 0	1853
	" " - "	5 0 0	1859
62	Ashford, Boys, Girls, and Infants - N.S. 4	206 0 0	1843
	" " - "	30 0 0	1851
	" " - "	47 0 0	1855
	" " - "	11 0 0	1853
	" " - "	42 4 0	1856
	" " - "	17 10 0	1857
	" " - "	109 0 0	1858
	" " - "	163 13 0	1861
62	Ashford - - B.S. 7	586 0 0	1862
62	†Ashford, South-Eastern RailwayCo.'s - N.S. 6		
55	Aylesford, Educational Society's - N.S. 2	5 18 8	1857
55	†Aylesford, Preston Hall, Infants Ch. of E.		
68	Bapchild and Tonge N.S. 5	137 12 6	1854
64	Barham - - N.S. 5	486 0 0	1858
58	Barming - - N.S. 3	50 0 0	1842
	" - - "	265 0 0	1856
57	†Basinghall, Infant - N.S. 6		
58	Bearsted - - N.S. 4	125 0 0	1848
49	Beckenham - - N.S. 11	400 0 0	1858
60	Benenden, Industrial - Ch. of E. 4	303 0 0	1861
62	Bethersden - N.S. 4	175 0 0	1851
	" - - "	7 1 4	1854
59	*Bexley* - - N.S.	*100 0 0	1837
	" - - "	70 0 0	1845
50	†Bexley Heath - N.S. 11		

a School closed for years.

b Merged into Fen-Stanton, N.S.

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	KENT—*cont.*		
57	*Bidborough* - - N.S.	178 0 0	1855
61	Biddenden - - N.S. 4	162 0 0	1849
70	Birchington - - N.S. 4	129 5 0	1849
36	†Blackheath, All Saints, Girls - N.S. 9		
36	†Blackheath, All Saints', Infants - N.S. 9		
36	†Blackheath Park - N.S. 9		
35	†Blackheath, St. John's - Ch. of E.		
68	Borden - - N.S. 5	182 0 0	1849
	" - - "	18 10 0	1859
67	*Boughton-under-Blean* - - N.S.	100 0 0	1852
	" - - "	150 0 0	1858
59	Boughton Malherbe N.S.	100 0 0	1847
58	Boughton Monchelsea - - N.S. 3	114 0 0	1851
59	Boxley - - N.S. 4	121 0 0	1846
63	Brabourne - - N.S.	102 0 0	1846
56	Brasted - - N.S. 12	370 0 0	1860
57	Brenchley - - N.S. 3	116 10 0	1842
	" - - "	120 0 0	1860
74	Brenzett - - N.S. 4	100 0 0	1852
70	Broadstairs - - N.S. 4	*145 0 0	1837
49	Bromley - - N.S. 11	1,100 0 0	1855
49	Bromley Common - N.S. 11	202 0 0	1847
54	Brompton - - N.S. 1	503 15 0	1851
	" - - "	120 0 0	1856
	" - - "	22 10 0	1859
54	†Brompton, New Ch. of E. 1		
54	†Brompton, St. Michael's - - R.C. 5		
72	*Buckland (Dover)* - N.S.	*a*54 0 0	1842
	" - - "	*a*27 0 0	1844
72	Buckland (Dover) - N.S. 6	540 0 0	1859
36	†Burrage Town (Plumstead) - B.S. 1		
65	*Canterbury* - - B.S.	173 10 0	1841
	" - - "	120 0 0	1846
65	Canterbury (Broad Street), Model - N.S. 6	720 0 0	1848
65	Canterbury, St. Dunstan's - N.S. 6	177 0 0	1857
	" " - -	170 0 0	1861
65	Canterbury, Saint George the Martyr's and Saint Mary Magdalene - - N.S. 6	100 0 0	1854
	" " - "	65 0 0	1862
65	Canterbury, St. Martin's and St. Paul's - - N.S. 6	80 0 0	1845
65	Canterbury, St. Mildred's - - N.S. 6	400 0 0	1855
62	†Charing - - N.S. 4		
72	Charlton by Dover - N.S. 7	25 6 6	1861
36	Charlton, St. Luke's, (near Woolwich) - N.S. 9	600 8 0	1862
62	Chart, Great - N.S. 4	72 0 0	1846
54	Chatham - - Par. 3	740 0 0	1861
54	†Chatham (James Street) - - N.S. *b*		
54	†Chatham, St. Aloysius - - R.C. 5		
54	Chatham, St. John's, Boys and Girls - N.S. 1	300 0 0	1859

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	KENT—*cont.*		
54	*Chatham, St. John's, Infants* - - N.S.	240 0 0	1863
54	Chatham, St. Paul's N.S. 1	733 6 0	1857
49	*Chelsfield* - - Ch. of E.	186 17 6	1864
73	*Cheriton and Newington* - - N.S.	125 0 0	1848
	" " - - "	40 0 0	1849
56	†Chevening - - N.S. 12		
56	Chiddingstone - N.S. 3	98 0 0	1841
63	Chilham - - N.S. 4	236 0 0	1863
49	†Chiselhurst - - N.S. 11		
52	Cliffe - - N.S. 2	200 0 0	1854
60	Cranbrook - - N.S. 3	185 0 0	1844
	" - - "	17 0 0	1846
	" - - "	56 0 0	1859
	" - - "	160 0 0	1862
60	*Cranbrook, Milkhouse Street (Holy Trinity District), Sunday and Inft.* N.S.	76 0 0	1841
	" - - "	20 0 0	1847
49	*Cray (Paul's)* " - N.S.	*20 0 0	1839
49	†Cray, St. Mary - R.C. 4		
49	Crayford - - N.S. 11	285 0 0	1858
50	Crockenhill - - N.S. 12	229 10 0	1857
56	†Crockham - Ch. of E.		
49	Cudham - - N.S.	161 5 0	1852
52	Cuxton - - N.S.	93 0 0	1856
	" - - "	9 6 8	1855
	" - - "	29 0 0	1857
50	†Dartford - - N.S. 11		
50	†Dartford, Boys - Wes. 4		
50	†Dartford Waterside, Girls - - Wes. 4		
71	Deal - - - Par. 7	422 16 8	1853
71	Deal - - - Wes. 4	673 4 9	1861
71	†Deal, St. George's District - - N.S. 7		
71	†Deal, Infant - - N.S. *c*		
35	†Deptford - - R.C.		
35	Deptford, St. John's N.S. 5	1,092 0 0	1856
	" " - -	522 14 0	1857
	" " - -	75 0 0	1863
35	Deptford, New Street B.S. 1	119 0 0	1841
35	*Deptford, St. Nicholas'* - - N.S.	*50 0 0	1835
	" " - "	20 0 0	1844
35	†*Deptford, St. Paul's* N.S.	683 19 6	1864
59	Detling - - N.S. 4	163 4 0	1856
55	†Ditton - Ch. of E. 3		
72	Dover - - B.S. 7	*457 0 0	1835
	" - - "	22 0 0	1854
	" - - "	15 15 0	1857
	" - - "	7 0 0	1858
72	†Dover, East Cliff - N.S.		
72	†Dover, St. James', Inft. and Evening N.S. 7		
72	Dover, Holy Trinity N.S. 7	148 0 0	1847
	" " - "	42 15 3	1858
72	†Dover, Home for Young Women.		
49	†Downe - - N.S.		
67	Dunkirk - - N.S. 5	110 13 4	1862
74	†Dymchurch - N.S. 4		
69	†Eastchurch District N.S. 5		
71	Eastry - - N.S. 6	333 0 0	1859
56	Edenbridge - - N.S. 12	200 0 0	1856
56	†Edenbridge - - B.S. 7		

a School sold for burial purposes, and a new one built on another site. *b* School no longer exists.
c Now amalgamated with Deal St. George's District N.S.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	KENT—*cont.*		
62	Egerton, St. James' N.S. 4	125 0 0	1846
	" " " "	9 12 0	1857
73	Elham - - N.S. 5	60 0 0	1845
73	†Elham - - B.S.		
36	Eltham - - N.S. 10	40 0 0	1841
	" - - "	136 15 0	1853
50	Erith - - N.S. 11	106 0 0	1850
	" - - "	38 0 0	1851
50	Eynsford - - N.S. 12	*70 0 0	1836
58	Farleigh, East - N.S. 3	*34 0 0	1839
	" - - "	120 0 0	1849
	" - - "	145 0 0	1856
58	†Farleigh, West - N.S.		
67	†Faversham District N.S. 5		
67	†Faversham - - B.S. 7		
50	*Fawkham, Hartley, and Longfield* - N.S.	35 0 0	1841
73	Folkestone - - B.S. 7	162 0 0	1840
	" - - "	13 7 4	1853
	" - - "	11 5 4	1853
	" - - "	75 0 0	1856
73	Folkestone, Ch. Ch., Infants - - N.S. 7	94 0 0	1852
73	Folkestone, St. Mary and St. Eanswith's - N.S. 7	551 12 6	1855
	" " - "	9 15 0	1859
56	†Fordcombe - Ch. of E. 3		
36	Forest Hill, Ch. Ch. N.S. 10	916 0 0	1859
60	Frittenden - - N.S. 3	65 0 0	1843
64	Garlinge, St. James' N.S.	169 0 0	1855
66	†Godmersham - N.S. 4		
71	†Goodnestone Eastry Par. 6		
51	Gravesend and Milton - - N.S. 2	*490 0 0	1836
	" " - "	100 0 0	1849
51	†Gravesend, Princes Street - - B.S. 4		
51	†Gravesend and Milton, Peacock Street B.S. 4		
51	Gravesend, St. George's and St. James' - N.S. 3	200 0 0	1855
50	†Greenhithe, Galley Hill - - B.S. 4		
49	Green Street Green Ch. of E. 12	42 10 0	1852
35	*Greenwich* - - N.S.	*85 0 0	1837
35	†Greenwich, Central or West, Infant - - 10		
35	†Greenwich - - P.U		
35	†Greenwich and Deptford Female Home.		
35	†Greenwich, George Street - - Wes. 1		
35	Greenwich, East Branch, Sunday and Infant - N.S. 10	200 0 0	1844
35	†Greenwich, St. Ann's (Croom's Hill) Industrial - R.C.		
35	Greenwich, Holy Trinity (Maidenstone Hill) - N.S. 10	320 0 0	1847
	" " - "	253 0 0	1854
	" " - "	120 0 0	1860
35	†Greenwich Reformatory.		

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	KENT—*cont.*		
35	†Greenwich, Roan's Charity (East Branch), Grey Coat - - 6		
35	†Greenwich, Roan's Charity (West Branch), Grey Coat - - 10		
57	Groombridge - N.S.	221 10 0	1859
57	Hadlow - - N.S. 3	437 0 0	1849
64	*Harbledown* - N.S.	111 10 0	1854
64	*Hardres, Lower* - N.S.	38 0 0	1847
59	Harrietsham Ch. of E. 4	90 0 0	1845
60	Hawkhurst - - N.S. 1	41 9 0	1855
	" - - "	41 10 0	1857
49	†Hayes - - N.S. 11		
59	‡Headcorn - - N.S.		
66	†Herne Bay - Ch. of E. 5		
52	Higham - - N.S. 2	120 0 0	1848
	" - - "	54 0 0	1855
57	*Hildenborough* - N.S.	126 0 0	1848
53	*Hoo* - - N.S.	*75 0 0	1859
50	*Horton Kirby* - N.S.	170 0 0	1858
72	Hougham, Ch. Ch. - N.S. 6	300 0 0	1848
73	Hythe - - N.S. 7	400 0 0	1852
64	†Ickham - Ch. of E. 6		
56	†Ide Hill - Ch. of E. 12		
55	†Ightham - - N.S. 3		
49	Keston - - N.S. 11	212 8 0	1855
72	Kingsdown - - Par. 7	12 18 11	1854
	" " - "	5 0 0	1858
49	Knockholt - - N.S. 11	362 0 0	1857
80	Lamberhurst - N.S.	*45 0 0	1835
	" - - "	*16 0 0	1836
55	Larkfield - - N.S. 3	197 0 0	1858
70	Lawrence (St.), Trinity - Ch. of E. 4	446 0 0	1859
36	†Lee - - N.S. 9		
36	†Lee Chapel, Girls - B.S. 1		
36	†Lee, Boys - - B.S. 1		
59	†Leeds - - N.S. 4		
59	Lenham - - N.S. 4	195 0 0	1851
36	†Lewisham Bridge - B.S. 1		
36	Lewisham, St. Mary's N.S. 10	265 0 0	1857
	" " "	145 0 0	1860
	" " "	290 0 0	1861
58	Loose - - N.S. 3	96 0 0	1843
54	Luton (near Chatham) - - N.S. 1	60 0 0	1847
	" " "	200 0 0	1860
74	Lydd - - N.S. 4	200 0 0	1859
73	Lyminge, Endowed N.S. 5	136 0 0	1859
58	†Maidstone - - P.U.		
58	†Maidstone, All Saint's N.S. 6		
58	Maidstone Heath - N.S. 6	177 15 0	1857
58	†Maidstone, St. Mary's R.C. 5		
58	Maidstone, St. Paul's - - N.S. 6	630 0 0	1859
58	Maidstone, St. Peter's - - N.S. 6	200 0 0	1848
58	†Maidstone, St. Philip's - - N.S. 6		
58	Maidstone, Trinity, Model - - N.S. 6	480 0 0	1842
55	Malling, East - N.S. 7	187 10 0	1859
55	Malling, West, Endowed - - N.S. 3	12 6 8	1852
	" "	200 0 0	1859
58	Marden - - N.S. 3	553 0 0	1861

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	KENT—*cont.*		
72	*Margaret, St. (at Cliffe)* - N.S.	40 0 0	1847
54	Margaret's, St. (next Rochester) - N.S. 2	500 0 0	1854
	" " "	37 7 6	1860
70	Margate - - B.S. 4	596 0 0	1857
70	Margate, Holy Trin. N.S. 4	225 0 0	1851
	" " "	50 0 0	1853
70	Margate, St. John's N.S. 4	475 0 0	1855
52	Mcopham - - N.S. 2	62 0 0	1842
	" - - "	20 0 0	1843
	" - - "	87 0 0	1859
51	†Milton, Ch. Ch. - N.S. 2		
68	Milton (near Sittingbourne) - N.S. 5	300 0 0	1849
70	Minster - - N.S. 4	350 0 0	1848
	" - - "	45 0 0	1855
70	†Monkton - - N.S.		
74	*Newchurch* - - N.S.	40 0 0	1845
68	Newington - - N.S.	105 0 0	1851
71	Northbourne, St. Augustine's - N.S. 7	145 10 0	1852
52	*Northfleet* - - N.S.	*115 0 0	1838
	" - - "	25 0 0	1845
67	†Ospringe - - N.S. 5		
57	Paddock Wood - N.S. 3	147 4 0	1863
64	*Patrixbourne and Bridge* - - N.S.	120 0 0	1850
55	†Peckham, East - N.S. 3		
55	†Peckham, East, Inft. and Juvenile - - 3		
56	†Penshurst - - N.S. 3		
64	*Petham* - - N.S.	70 0 0	1849
55	Platt, St. Mary - N.S. 3	113 0 0	1847
	" " - "	56 0 0	1859
55	Plaxtol - - N.S. 3	171 0 0	1847
62	Pluckley - - N.S. 4	93 10 0	1851
	" - - "	8 17 3	1860
36	Plumstead, Burrage Road Infant - 10	150 0 0	1860
36	Plumstead, Central Ch. of E. 10	1,825 0 0	1857
	" " - "	160 0 0	1858
36	†Plumstead Central, East Plumstead Branch - Ch. of E. 10		
36	†Plumstead, East, Endowed - - N.S. *a*		
36	‡Plumstead, West, St. James' - - N.S.		
71	*Preston* - - N.S.	*25 0 0	1837
69	Queenborough - N.S.	152 0 0	1858
68	Rainham - - N.S. 5	160 0 0	1847
	" - - "	57 0 0	1860
70	Ramsgate, Ch. Ch. - N.S. 4	506 0 0	1849
70	†Ramsgate, Newcastle Hill, Inft.		
70	†Ramsgate, St. Augustine's - - R.C. 5		
70	Ramsgate, St. George's - - N.S. 4	188 15 0	1864
70	Ramsgate, St. Lawrence's - - N.S. 4	58 0 0	1851
54	Rochester, St. Nicholas' - - N.S. 1	399 0 0	1849
	" " "	281 0 0	1858
54	†Rochester, St. Peter's G. & Infts. N.S. 1		
61	*Rolvenden* - - N.S.	*100 0 0	1836
74	Romney, New - N.S. 4	59 0 0	1856
	" - - "	67 10 0	1861
52	†Rosherville, St. Mark's N.S. 2		
57	†Rusthall - - N.S. 6		
73	Saltwood - - N.S. 7	88 5 6	1855
73	Sandgate - - N.S. 7	275 0 0	1846
60	†Sandhurst - Ch. of E. 1		
56	Seal - - N.S. 12	166 5 0	1862
73	†Sellinge - - N.S. 5		
62	*Shadoxhurst* - N.S.	30 0 0	1847
69	Sheerness, Trinity - N.S. 5	*250 0 0	1837
69	*Sheerness* - - B.S.	*275 0 0	1837
67	†Sheldwick, The Leys, United - - N.S. 5		
55	Shipbourne - - N.S. 3	75 0 0	1853
	" - - "	102 10 0	1857
	" - - "	32 10 0	1858
36	Shooter's Hill - N.S. 10	200 0 0	1858
56	†Shoreham - - Par. 12		
60	†Sissinghurst, National and Infant.		
60	†Sissinghurst (Mrs. H. Cleaver's) - N.S. 3		
60	†Sissinghurst (Lady de Spaen's) - N.S.		
68	Sittingbourne - N.S. 5	230 0 0	1847
62	*Smarden, Free* - N.S.	320 0 0	1859
55	†Snodland - - N.S. 2		
57	Southborough - N.S. 6	100 0 0	1845
	" - "	220 0 0	1860
50	‡Southfleet, Endowed N.S.		
57	Speldhurst - - N.S. 3	462 0 0	1859
73	*Standford* - - N.S.	25 0 0	1845
66	Stephen's, St. (near Canterbury) - N.S. 6	120 0 0	1849
59	*Stockbury* - - N.S.	50 10 0	1842
73	Stowting - - N.S.	55 0 0	1846
52	Strood - - N.S. 1	252 0 0	1850
66	Sturry - - N.S.	60 0 0	1852
56	Sundridge - - N.S. 12	175 8 9	1862
50	Sutton-at-Hone - N.S. 11	364 0 0	1855
59	Sutton Valence - N.S. 4	42 0 0	1857
50	†Swanley, St. Paul's (Sutton-at-Hone) N.S. 11		
50	*Swanscombe and Stone* - - N.S.	70 0 0	1842
73	Swingfield Minnis - N.S.	150 0 0	1847
36	Sydenham - - N.S. 10	*35 0 0	1838
36	†Sydenham, Lower - Bell Green, Inft. - 10		
36	†Sydenham - - Wes. 1		
61	Tenterden - - N.S. 4	150 0 0	1844
	" - - "	63 0 0	1857
	" - - "	210 0 0	1860
	" - - "	20 0 0	1862
61	†Tenterden - - B.S. 7		
61	Tenterden, St. Michael's Ch. of E. 4	178 10 0	1862
58	†Teston - - N.S. 3		
70	Thanet, St. Peter - N.S. 4	105 0 0	1849
	" - - "	50 0 0	1853
71	†Tilmanstone - Ch. of E. 6		
58	Tovil, St. Stephen's N.S. 6	153 0 0	1851
55	*Trottersclife* - N.S.	54 0 0	1849
	" - - "	50 0 0	1854
57	†Tunbridge - - Wes. 7		
57	Tunbridge, St. Stephen's - - N.S. 6	250 0 0	1855
	" " - "	333 0 0	1858

a Merged into Plumstead Central, NS.

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	KENT—*cont.*		
57	†Tunbridge, St. Stephen's, Inft. - N.S. 6		
57	Tunbridge Wells Chapel Free - 6	40 0 0	1858
57	†Tunbridge Wells Grosvenor - B.S. 7		
57	†Tunbridge Wells, Girls - - N.S. 6		
57	†Tunbridge Wells, Royal Victoria - 6		
57	Tunbridge Wells, St. John's - Ch. of E. 6	281 8 0	1860
57	†Tunbridge Wells, Trinity - - N.S. 6		
57	†Tunbridge Wells, Trinity, Middle - N.S. -	*a*	
57	‡Tunbridge Wells, St. Augustine's - R.C.		
57	†Tunbridge Wells, Windmill Fields Ch. of E. 6		
68	*Upchurch* - - N.S.	54 0 0	1847
71	Walmer and Ringwould - - N.S. 7	*106 0 0	1837
	" - "	760 0 0	1857
64	†Waltham - - N.S.		
55	†Waterингbury - N.S. 3		
56	†Weald, Sevenoaks - Par. 12		
56	Westerham - - N.S. 12	322 0 0	1861
66	†Whitstable and Seasalter - - N.S. 5		
63	Willesborough - N.S. 4	67 0 0	1849
59	Wilmington - Ch. of E. 11	128 0 0	1850
	" - "	46 17 6	1862
71	†Wingham - - N.S. 6		
61	Woodchurch - - N.S. 4	75 0 0	1844
	" - "	15 6 3	1849
71	Woodnesborough - N.S. 7	95 0 0	1848
55	Woolwich - - N.S. 9	289 0 0	1841
55	*Woolwich, (Power Street)* - - B.S.	*225 0 0	1835
55	Woolwich - Pres. 1	1,400 0 0	1857
55	Woolwich, St. Thomas' - - N.S. 9	1,036 0 0	1856
	" - "	400 0 0	1860
55	Woolwich, St. Peter's - - R.C. 5	758 0 0	1859
71	†Worth - Ch. of E. 7		
55	Wrotham - - N.S. 3	100 0 0	1845
63	†Wye, Lady Joanna Thornhill's - 4		
58	Yalding - - N.S. 3	474 6 0	1858
58	Yalding, St. Margaret's - N.S. 3	144 0 0	1859
	LANCASHIRE.		
474	†Abney, Mossley Brow - - B.S.		
477	†Accrington - - Wes. 5		
477	Accrington, Ch. Ch. - N.S. 3	590 0 0	1845
	" " - "	93 0 0	1856
477	†Accrington, New Jerusalem - B.S. 3		
477	Accrington, St. James' - - N.S. 3	91 0 0	1857
477	*Accrington, St. James' Infts.* - N.S.	208 0 0	1845
477	†Accrington, St. Oswald's - - R.C. 3		

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	LANCASHIRE—*cont.*		
481	Adlington - Ch. of E. 2	150 6 0	1840
	" - "	204 3 11	1857
484	*Admarsh* - - N.S.	*28 0 0	1835
462	Aigburth - - N.S. 10	333 0 0	1860
469	Ainsworth - - N.S. 6	*150 0 0	1838
486	†Aldingham - Ch. of E. 6		
482	†Alstone Lane - R.C. 5		
464	†Altcar - - N.S. 3		
478	†Altham - - N.S. 3		
463	†Appleton, St. Bede's - - R.C. 5		
471	†Ardwick Pin Mill - B.S. 9		
471	†Ardwick, St. Aloysius - - R.C. 10		
471	†Ardwick, St. Thomas' - - N.S. 12		
465	†Ashton in Makerfield - - R.C. 5		
465	Ashton-le-Willows Ch. of E. 6	110 0 0	1858
465	Ashton, St. Thomas' (in Makerfield) - N.S. 6	250 0 0	1851
482	†Ashton-on-Ribble Ch. of E. 10		
474	Ashton-under-Lyne - - Par. 10	850 0 0	1863
474	Ashton-under-Lyne, Ch. Ch. (Charlestown) - - N.S. 10	832 0 0	1847
	" - "	13 10 0	1860
474	†Ashton-under-Lyne, St. Ann's - - R.C. 6		
474	Ashton-under-Lyne, St. Peter's - N.S. 10	*500 0 0	1836
	" - "	60 0 0	1844
465	†Aspull " - Wes. 5		
467	Astley - - N.S. 2	200 0 0	1841
	" - "	103 0 0	1847
468	Astley Bridge - Ch. of E. 4	984 0 0	1859
467	Atherton - - N.S. 2	250 0 0	1840
	" - "	119 15 6	1852
	" - "	83 6 5	1855
	" - "	238 11 0	1859
467	Atherton (at Lamberhead Green - Wes. 5	684 0 0	1859
474	Audenshaw - - N.S. 10	400 0 0	1847
	" - "	50 0 0	1858
	" - "	100 0 0	1864
474	†Audenshaw - - B.S. 6		
464	†Aughton - - Par. 2		
477	Bacup - - Wes. 3	962 0 0	1862
477	†Bacup, Mechanics' Inst. - - 2		
477	Bacup, Ch. Ch. - N.S. 3	584 14 0	1861
477	†Bacup, St. John's - N.S.		
477	†Bacup, St. Mary's - R.C. 3		
469	†Bamford Public Day and Evening B.S. 2		
471	*Bank Meadow* - B.S.	300 0 0	1840
486	†Bardsea - Ch. of E.		
474	†Bardsley - - N.S.	397 0 0	1846
486	†Barrow-in-Furness N.S. 6		
478	*Barrowford* - N.S.	231 15 0	1851
470	Barton-upon-Irwell N.S. 4	240 0 0	1840
	" - "	30 0 0	1852
470	†Barton-upon-Irwell Wes. 3		
470	†Barton-upon-Irwell, All Saints' - R.C. 11		
477	†Baxenden - - Wes. 5		

a Inspection withdrawn.

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	LANCASHIRE—*cont.*		
467	*Radford in Leigh* - N.S.	200 0 0	1844
478	†Belfield (Messrs. Benecke's) - N.S.		
464	Bickerstaffe - - N.S. 2	200 0 0	*1844
465	*Billinge* - - N.S.	56 10 0	1847
473	†Birch, St. James' (in Manchester) - N.S. 3		
469	*Birch (St. Mary's in Middleton)* - N.S.	*75 0 0	1836
	" "	*46 0 0	1836
465	Birchley - - R.C. 5	775 0 0	1861
464	†Birkdale - Ch. of E. 9		
483	*Bispham, Parish* Ch. of E.	30 0 0	1841
480	†Blackburn, St. Alban's, Boys - - R.C. 3		
480	*Blackburn (Nova Scotia)* - - B.S.	*150 0 0	1836
480	†Blackburn, St. Alban's - - R.C. 3		
480	†Blackburn, St. Anne's, Boys - R.C. 3		
480	†Blackburn, St. Anne's, Girls - R.C. 3		
480	Blackburn, St. John's N.S. 11	800 0 0	1845
480	Blackburn, St. Luke's (late Bank Top) Mixed and Infants - - N.S. 12	740 0 0	1856
480	Blackburn, St. Michael's - - N.S. 1	258 0 0	1849
	" " " - "	35 0 0	1856
	" " " - "	11 6 8	1858
480	Blackburn, St. Paul's - Ch. of E. 1	1,207 0 0	1860
480	Blackburn, St. Peter Street - - Wes. 5	670 0 0	1862
480	†Blackburn, St. Peter's - - N.S. 12		
480	Blackburn, Trinity N.S. 12	294 0 0	1844
	" "	124 0 0	1856
473	Blackley, Barnes Green - Ch. of E. 2	202 0 0	1863
473	Blackley, Boys, Girls, and Infants Ch. of E. 2	197 0 0	1858
473	Blackley (Crab Lane) - - N.S. 2	100 0 0	1843
	" " - "	21 0 0	1844
	" " - "	53 0 0	1847
483	†Blackpool - - Wes.		
483	†Blackpool, Girls' - N.S.		
483	Blackpool, St. John's Ch. of E. 5	367 0 0	1857
465	Blackrod - - N.S. 2	450 0 0	1846
	" - - "	78 0 0	1856
468	Bolton-le-Moors - B.S. 4	*250 0 0	1837
468	†Bolton - le - Moors, Girls - - Par. 3		
468	Bolton - le - Moors, (Bridge Street) - Wes. 9	311 0 0	1850
468	†Bolton - le - Moors (Fletcher Street) Wes. 4		
468	Bolton - le - Moors, Christ's Church - N.S. 3	540 0 0	1847
	" " - "	21 0 0	1858
468	Bolton - le - Moors (Emmanuel Dist.) N.S. 2	250 0 0	1845
	" " - "	100 0 0	1852
	" " - "	123 13 4	1855
	" " - "	144 0 0	1864
	LANCASHIRE—*cont.*		
468	†Bolton - le - Moors, Industrial Ragged		
468	Bolton - le - Moors, Holy Trinity, (Trinity St.) - N.S. 3	*240 0 0	1838
	" " - "	155 0 0	1847
	" " - "	22 10 0	1856
	" " - "	120 0 0	1856
	" " - "	67 10 0	1859
468	Bolton - le - Moors, Holy Trinity, (Lever St.) - N.S. 3	1,737 0 0	1861
468	†Bolton-le-Moors, St. Mary's - - R.C.		
468	Bolton-le-Moors, St. Peter's and St. Paul's - - R.C. 11	622 0 0	1859
485	Bolton - le - Sands, Industrial - - N.S.	65 16 0	1850
468	Bolton, Little, All Saints' - - N.S. 3	600 0 0	1848
	" - "	160 0 0	1856
468	Bolton, Little, St. George's - - N.S. 3	500 0 0	1848
	" - "	30 0 0	1855
462	Bootle - - N.S. 4	*200 0 0	1856
462	†Bootle - - R.C.		
486	†Brathay District - N.S. 5		
481	*Bretherton (Free Endowed)* - Ch. of E.	126 0 0	1852
478	Briercliffe, St. James' N.S. 3	492 0 0	1854
478	Brierfield - - N.S. 3	247 0 0	1850
481	†Brindle - - R.C. *a*		
472	Brindle Heath, Infts. N.S. 10	202 0 0	1859
	Brooksbottoms - Wes.	*See* Summerseat.	
486	†Broughton in Furness - Ch. of E.		
472	*Broughton, Lower* Ch. of E.	915 0 0	1859
472	†Broughton, Saint John's - - N.S.		
482	†Brownedge, St. Mary's - - R.C. 6		
469	Buckhurst - - N.S. 6	*112 0 0	1840
	" - - "	143 0 0	1840
	" - - "	25 0 0	1849
476	†Buersill and Lower Place, Boys - N.S. 6		
476	Buersill and Lower Place, Girls - N.S. 6	250 0 0	1846
	" " - "	51 0 0	1860
471	*Burnage* - - N.S.	337 0 0	1860
478	Burnley - - N.S. 2	*100 0 0	1838
478	Burnley - - Wes. 9	807 0 0	1852
478	Burnley, St. James' N.S. 3	*200 0 0	1840
	" " - "	100 0 0	1844
	" " - "	177 0 0	1857
478	Burnley, St. Peter's (Pickup Croft), Infants - - N.S. 2	299 0 0	1847
478	†Burnley, (Fulledge Meadow) School of Hope - - 2		
478	Burnley, Lanebridge (St. Paul's) - N.S. 3	568 0 0	1847
478	Burnley, Lane Head N.S. 3	50 0 0	1844
478	†Burnley, St. Aloysius' - - R.C. 3		
478	†Burnley, St. Mary's R.C. 3		
464	†Burscough Hall - R.C.		

a Inspection withdrawn.

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	LANCASHIRE—*cont.*		
469	†Bury, Central - N.S. 7		
469	†Bury (Clerke Street) Wes. 9		
469	Bury, Holy Trinity N.S. 6	473 0 0	1851
	" " - "	40 0 0	1855
469	†Bury, Industrial and Reformatory.		
469	‡Bury, Ragged Sch.		
469	Bury, St. John's - N.S. 7	370 0 0	1849
469	†Bury, St. Marie's - R.C. 11		
469	Bury St. Paul's Huntley Brook - N.S. 7	150 0 0	1844
486	Cartmel - - N.S. 6	554 0 0	1861
486	*Cartmel Grammar* - -	58 4 0	1846
476	†Castleton - - B.S. 2		
476	†Castleton Moor Ch. of E. 6		
482	†Catforth - - N.S. 5		
485	Caton - - N.S. 6	226 0 0	1850
475	†Chadderton, St. John's - Ch. of E. 5		
472	*Charlestown* - B.S.	*75 0 0	1835
	" - - "	*40 0 0	1837
472	Charlestown, (Pendleton) St. George's Infants - - N.S. 9	417 12 0	1858
472	†Charlestown, St. George's - - N.S. 9		
481	Charnock Richard Ch. of E. 2	341 0 0	1859
479	Chatburn - - N.S. 4	248 0 0	1850
479	†Chipping - - R.C.		
481	†Chorley - - Wes. 3		
481	Chorley, Parish - N.S. 2	*156 0 0	1835
	" " - "	150 0 0	1849
	" " - "	53 0 0	1857
481	Chorley, St. George's N.S. 2	188 0 0	1857
481	Chorley, St. Mary's R.C. 4	500 0 0	1857
481	Chorley, St. Peter's (Eaves Lane) - N.S. 2	94 0 0	1842
	" " - "	160 0 0	1861
471	Chorlton-cum-Hardy N.S. 4	150 0 0	1846
471	Chorlton-on-Medlock, Grosvenor Square - Pres. 9	221 0 0	1854
471	Chorlton-on-Medlock, St. Luke's - N.S. 12	485 12 0	1862
	" " - "	97 10 0	1863
473	Chorlton-on-Medlock (Manchester), St. Saviour's - N.S. 2	389 0 0	1852
	" - -	75 0 0	1858
471	†Chorlton-on-Medlock, St. Stephen's N.S. 4		
486	†Church Coniston Ch. of E. 6		
489	Churchkirk - Ch. of E. 4	760 13 8	1862
464	*Churchtown* - B.S.	*35 0 0	1837
	Churchtown. *See* Crossens.		
480	Clayton-le-Moors - N.S. 4	118 0 0	1842
	" " - "	343 19 10	1857
	" " - "	90 0 0	1857
	" - -	210 0 0	1859
481	*Clayton-le-Woods* - N.S.	40 0 0	1846
479	†Clifton - Ch. of E. 9		
479	†Clitheroe - - R.C. 3		
479	†Clitheroe - - Wes. 4		
479	Clitheroe, Parish N.S. 4	*300 0 0	1840
	" " - "	52 3 2	1859
479	Clitheroe, St. James' N.S. 4	150 0 0	1841
	" " - "	160 0 0	1843
479	*Cockerbrook* " - B.S.	*50 0 0	1838
485	Cockerham Free Par. 6	96 0 0	1860
475	Coldhurst - Ch. of E. 5	554 2 0	1857
473	Collyhurst, St. Catherine's New Town - - N.S. 11	438 0 0	1851
	" - "	23 6 8	1856
473	†Collyhurst, St. Oswald's - - N.S. 1		
473	Collyhurst, Albert Memorial - Ch. of E. 4	605 0 0	1863
478	Colne - - N.S. 2	500 0 0	1844
478	*Colne, Ch. Ch.* - N.S.	150 0 0	1842
478	Colne (Waterside) - N.S. 3	380 0 0	1848
486	†Colton - - Par.		
481	Coppull - - N.S. 2	216 0 0	1847
	" - - "	6 8 6	1862
478	†Cornholme - - B.S. 2		
482	†Cottam - - R.C. 5		
475	†Cowhill - - Wes. 7		
477	†Crawshaw Booth - N.S. 4		
466	*Croft, Endowed* Ch. of E.	217 0 0	1856
475	Crompton (East) Ch. of E. 5	750 0 0	1857
475	Crompton, High - N. S. 5	284 0 0	1848
	" - - "	48 0 0	1857
462	Crosby, Great - N.S.	72 0 0	1842
462	Crosby, Great - R.C. 3	449 0 0	1861
464	Crossens - Ch. of E. 9	*108 0 0	1838
473	Crumpsall, Lower - N.S. 3	494 10 0	1851
464	†Cunscough - - R.C.		
486	Dalton-in-Furness N.S. 6	528 7 6	1864
480	Darwen (Over), Trinity - - N.S. 11	*200 0 0	1839
	" " - "	792 8 0	1862
470	†Davyhulme - - Wes. 11		
468	Deane (at Rumworth) - - N.S. 3	*50 0 0	1838
	" " - "	70 0 0	1852
	" " - "	20 0 0	1856
	Dendron - - N.S.	169 12 6	1864
474	Denton, Ch. Ch. - N.S. 10	400 0 0	1848
	" " - "	100 0 0	1848
474	Denton and Haughton - - N.S. 10	500 0 0	1855
471	Didsbury, Endowed N.S. 3	60 0 0	1852
	" - "	40 0 0	1859
471	†Didsbury and Barlow Moor - - Wes. 10		
463	‡Ditton - - R.C.		
485	†Dolphinholme - N.S. 5		
479	Downham - - N.S.	*75 0 0	1840
474	†Droylesden - - B.S. 7		
468	†Eagley Mills - B.S. 4		
466	Earlestown, District Infant - - N.S. 6	614 0 0	1858
472	†Eccles - - N.S. 9		
472	†Eccles (Broomhouse Lane) - - N.S. 10		
472	†Eccles, St. Mary's - R.C. 11		
472	Eccles (Weaste Lane) N.S. 4	201 0 0	1849
484	†Eccleston, Great - R.C. 5		
483	Eccleston, St. Thomas' N.S. 1	305 0 0	1843
	" " - "	52 6 0	1861
	" " - "	339 7 6	1863
477	Edenfield - - N.S. 3	629 0 0	1861
468	*Edgworth* - - N.S.	*45 0 0	1836
468	†Edgworth - - Wes. 5		
468	†Egerton - - B.S. 9		
485	Ellel - - N.S. 6	641 0 0	1860
485	‡Ellel - - B.S.		

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	LANCASHIRE—*cont.*	£ s. d.	
469	Elton, All Saints' - N.S. 7	574 0 0	1848
480	†Enfield, Infant - 4		
481	*Euxton* - - N.S.	*126 0 0	1837
481	†Euxton, St. Mary's R.C. 4		
462	‡Everton and Kirkdale, St. Mary's - N.S.		
462	Everton, Great Homer Street Chapel (Prince Edwin Street) - - Wes. 11	1,223 0 0	1863
462	Everton, Ch. Ch. - N.S. 6	869 0 0	1860
462	Everton, St. Chrysostom's (Mill Street) N.S. 6	100 0 0	1845
	" " "	77 0 0	1855
	" " St.	461 19 8	1857
462	Everton George's - Ch. of E. 6	1,700 0 0	1859
462	Everton, St. Peter's N.S. 4	1,650 0 0	1837
477	Ewood Bridge - N.S. 4	*70 0 0	1839
473	Failsworth - - N.S. 10	*270 0 0	1837
	" - - "	7 4 0	1851
	" - - "	8 5 0	1854
	" - - "	6 16 0	1857
462	†Fairfield, Moravian 3		
476	†Falinge Infant - 5		
468	†Farnworth (near Bolton) - - Wes. 4		
463	Farnworth (near Warrington) - N.S. 6	90 0 0	1845
	" " - "	10 0 0	1845
	" " - "	70 0 0	1846
	" " - "	34 0 0	1856
	" " - "	64 10 0	1859
468	Farnworth, St. John's near Bolton - N.S. 2	*250 0 0	1836
	" " - "	103 0 0	1843
	" " - "	100 0 0	1849
	" " - "	20 0 0	1855
	" " - "	45 0 0	1857
486	*Far "Sawry" and Hawkshead* - N.S.	*60 0 0	1835
478	Fence - - N.S. 3	182 0 0	1846
	" - - "	48 0 0	1856
482	†Fernyhalgh, St. Mary's - - R.C. 5		
483	†Fleetwood on Wyre, St. Mary's - R.C. 5		
483	Fleetwood, Testimonial - - N.S. 5	286 0 0	1847
470	Flixton - - Par. 4	400 0 0	1861
478	Foulridge - - N.S. 3	270 0 0	1855
483	Freckleton - - N.S. 5	*63 0 0	1846
478	†Fulledge - - Wes. 5		
484	Garstang, St. Michael's - - N.S.	104 0 0	1845
484	Garstang - - R.C. 6	432 0 0	1858
462	†Garston - - N.S. 10		
462	†Gillmoss, St. Swithin's - - R.C. 6		
485	Glasson - Ch. of E. 6	80 0 0	1861
475	Glodwick, Ch. Ch. - N.S. 5	550 0 0	1856
467	†Golborne - - N.S. 3		
478	*Goodshaw Booth* - N.S.	*234 0 0	1838
477	Goodshaw and Lovecleugh - N.S. 4	117 0 0	1847
471	*Gorton, St. James* - N.S.	*142 0 0	1839
471	Gorton, St. Patrick's R.C. 11	199 10 0	1861
471	†Gorton West, St. Mark's - - N.S. 12		

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	LANCASHIRE—*cont.*	£ s. d.	
477	*Green Haworth* Ch. of E.	304 0 0	1860
480	Grimshaw Park - N.S. 11	1,555 0 0	1859
478	Habergham, All Saints - - N.S. 2	228 0 0	1851
478	Habergham Eaves - N.S. 2	200 0 0	1841
	" " - "	200 0 0	1844
	" " - "	70 0 0	1853
	" " - "	64 0 0	1855
465	†Haigh - - N.S. 10		
463	Halewood - - N.S. 10	60 0 0	1848
	" - - "	22 0 0	1855
468	†Halliwell, Dean Mills B.S. 4		
468	†Halliwell, St. Luke's Ch. of E. 3		
468	Halliwell, St. Paul's N.S. 4	808 0 0	1860
468	Halliwell, St. Peter's Jubilee - - 3	40 0 0	1862
464	†Halsall - - N.S. 2		
485	†Halton - - N.S. 6		
484	*Hambleton* - - N.S.	*40 0 0	1836
476	Hamer, All Saints' N.S. 6	285 15 0	1863
	Hardfield District. *See* Heywood.		
473	†Harpurhey - - N.S. 3		
480	Harwood, Great - N.S. 11	*123 0 0	1838
	" " - "	14 13 4	1856
	" " - "	125 0 0	1857
468	Harwood, Ch. Ch. - N.S. 4	36 0 0	1856
	" " - "	140 0 0	1856
480	†Harwood, Great, St. Hubert's - - R.C. 3		
477	*Haslingden* - - N.S.	318 2 6	1854
477	†Haslingden - - Wes. 2		
477	Haslingden, The Grane - - N.S. 4	*120 0 0	1837
474	†Haughton Dale Mills 10		
486	†Hawkshead - N.S.	*a*	
469	‡Hawkshaw Lane - N.S.		
466	*Haydock* - - N.S.	*120 0 0	1839
466	†Haydock Colliery - B.S. 5		
476	Healey - - N.S. 6	315 0 0	1853
	" - - "	30 0 0	1857
	" - - "	20 0 0	1858
469	†Heap Bridge - S. 9		
452	Heaton Mersey, St. John's - Ch. of E. 11	747 0 0	1858
452	‡Heaton Norris, Ch. Ch. - - - N.S.	*b*	
463	*Helen's, St. (Church Street), Infant and Sunday* - -	163 0 0	1841
463	Helen's, St. (Duke Street) - Ch. of E. 1	200 0 6	1861
463	Helen's, St. - - Wes. 5	500 0 0	1855
463	*Helen's, St., (Cowley's Charity)* - - B.S.	265 0 0	1847
463	Helen's, St., St. Joseph's - - R.C. 5	740 0 0	1857
463	†Helen's, St. (Lowe House) - - R.C. 5		
463	†Helen's, St. (Moreflat) - - N.S. 1		
463	†Helen's, St. (Greenbank) - - R.C. 5		
463	Helen's, Saint (Parr Mount), Holy Trinity - - N.S. 1	183 13 4	1854
		276 0 0	1860
478	*Hey "Houses" and Sabden* - - N.S.	*75 0 0	1841

a School no longer exists.

b Inspection lapsed and declined.

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	LANCASHIRE—*cont.*		
469	†Heywood, Mechanics' Institute - - B.S.	4	
469	†Heywood, New Jerusalem Factory - B.S.	3	
469	†Heywood, Queen Street - - Wes.	*a*	
469	Heywood, St. James' - N.S.	7 *360 0 0	1838
	" " - "	18 15 0	1854
	" " - "	18 11 0	1857
	" " - "	7 0 0	1859
469	Heywood, St. James' (Cemdy Hill) - N.S.	7 130 0 0	1842
	" " - "	50 0 0	1843
	" " - "	50 0 0	1849
	" " - "	5 5 0	1860
469	Heywood, Hardfield, St. Luke's, Mount Street - - N.S.	7 220 0 0	1841
	" " - "	14 2 6	1860
469	Heywood, St. Luke's, William Street - N.S.	7 *78 0 0	1836
	" " - "	28 0 0	1842
	" " - "	14 0 0	1850
	" " - "	25 0 0	1851
	" " - "	1,815 0 0	1860
478	*Higham* - - N.S.	*50 0 0	1838
465	†Hindley - Ch. of E.	12	
465	*Hindley, St. Benedict* R.C.	835 4 0	1864
465	†Hindley - - Wes.	5	
480	†Hippings - - Wes.	4	
480	Hoddlesden - - N.S.	11 171 0 0	1853
480	Holden Fold - N.S.	11 32 0 0	1855
486	†Holker - - N.S.	6	
477	‡Hollinbank, Evenwood - - - B.S.		
475	†Hollins - - Wes.	2	
475	Hollinwood - - N.S.	5 *180 0 0	1838
	" - "	22 8 0	1858
482	*Hoole* - - N.S.	200 0 0	1851
485	‡Hornby - - N.S.		
468	†Horwich - - N.S.	2	
471	†Hulme, Ch. Ch. - B.S.	10	
471	Hulme, Holy Trinity N.S.	1 *208 0 0	1840
471	†Hulme, Radnor St. Wes.	9	
471	†Hulme, St. George's N.S.	12	
471	Hulme, St. John's - N.S.	2 902 0 0	1857
471	Hulme, St. Mark's Ch. of E.	3 428 2 9	1856
471	†Hulme, St. Mary's - N.S.	11	
471	Hulme, St. Michael's Ch. of E.	11 620 0 0	1863
471	Hulme, St. Philip's - N.S.	1 2,400 0 0	1859
471	†Hulme, St. Paul's - N.S.	11	
471	†Hulme, Wilmot St. Free - -	1	
474	Hurst - - N.S.	10 384 0 0	1849
474	†Hurst - - B.S.	7	
479	*Hurst Green* - N.S.	60 0 0	1843
479	†Hurst Green - R.C.	3	
465	Ince, St. Catherine's N.S.	12 419 12 6	1851
	" - "	32 10 0	1861
462	†Ince Blundell - R.C.	3	
484	Inskip - - N.S.	5 80 0 0	1848
	" - "	45 0 0	1862
473	†Irlams o' the Height (Sir R. Heywood's) B.S.	10	
469	Irwell or Bury (Peel Street) - - N.S.	6 *225 0 0	1837
	" " " "	75 0 0	1848
	LANCASHIRE—*cont.*		
468	†Kearsley Moor Ch. of E.	6	
472	†Kersall, St. Paul's - N.S.	3	
462	†Kirkby - - N.S.	4	
462	†Kirkdale Industrial P.U.		
462	†Kirkdale, St. Aidair Ch. of E.	11	
462	Kirkdale, St. Mary's (Boys) - - N.S.	10 150 0 0	1845
462	†Kirkdale, St. Mary's (Girls and Infts.) N.S.	10	
483	†Kirkham - - N.S.	5	
483	†Kirkham, The Willows - - R.C.		
462	†Knotty Ash, St. John the Evangelist - Par.	5	
463	†Knowsley - - N.S.	4	
465	Lamberhead Green N.S.	12 136 0 0	1842
	" " - "	134 10 0	1859
	†Lancashire (East) Union of Institutes. Comprising :—		
477	†Accrington - -		
477	†Burnley (1) - -		
478	†Burnley (2) - -		
478	†Crawshaw Booth -		
477	†Haslingden - -		
478	†Nelson in Marsden -		
477	†Newchurch-in-Rosendale - -		
478	†Padiham - -		
478	†Padiham, Literary Institute - -		
477	†Rawtenstall - -		
485	Lancaster - - B.S.	4 *150 0 0	1835
	" - - "	11 11 11	1854
485	†Lancaster - - R.C.	6 *b*	
485	Lancaster, Parish, Boys - - N.S.	5 10 0 0	1855
	" " " "	110 0 0	1861
485	Lancaster, Girls and Infants - - N.S.	5 140 0 0	1856
485	†Lancaster, St. Ann's, Infants - - N.S.	6	
485	Lancaster, St. Thomas' - - N.S.	6 800 0 0	1847
	" " - "	66 13 4	1855
	" " - "	11 0 0	1859
	" " - "	17 0 0	1860
	" " - "	30 0 0	1861
464	Lathom, St. James' N.S.	2 260 0 0	1854
482	Lea - - - R.C.	5 250 0 0	1861
474	†Lees Zion, Methodist New Connexion Day - -	3	
474	†Leesfield - Ch. of E.	5	
467	†Leigh - - Wes.	9	
467	Leigh - - N.S.	3 325 0 0	1841
467	*Leigh, Lately Common* - - N.S.	45 0 0	1841
471	Levenshulme - N.S.	11 494 0 0	1856
468	*Lever (Little)* - N.S.	209 0 0	1854
468	†Leverbridge - N.S.	4	
481	Leyland, Infants - N.S.	2 *232 0 0	1839
	" - - "	76 0 0	1845
486	‡Lindale and Marton N.S.		
486	*Lindale (in Cartmel)* - - N.S.	*50 0 0	1838
462	†Litherland - - R.C.	3	
476	*Littleborough* - N.S.	170 0 0	1846

a Now amalgamated with Heywood Mechanics' Institute. *b* Removed from inspection.

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	LANCASHIRE—*cont.*	£ s. d.	
461	†Liverpool, Akbar Float Frigate Reformatory.		
461	Liverpool, All Saints' N.S. 5	854 13 4	1854
461	Liverpool, Brunswick (Prescot Street) Wes. 11	1,220 13 0	1863
461	†Liverpool, Caledonian - -		
461	Liverpool, Christ's Church - - N.S. 7	*337 0 0	1839
	" " - "	17 6 8	1852
461	Liverpool, Cranmer (Vauxhall Road) - Wes. 11	1,779 0 0	1857
461	†Liverpool, Edge Hill Reformatory - (44, Mason Street).		
461	†Liverpool, Everton Crescent Indus. - R.C.		
461	†Liverpool, The Friends' Free, Hackin's Hey - B.S. 11		
461	†Liverpool, Harrington - - B.S. 11		
461	Liverpool, Hibernian - - B.S. 11	268 0 0	1852
	" " - "	150 0 0	1853
461	Liverpool, Holy Cross - - R.C. 2	1,200 0 0	1855
461	†Liverpool (Hope Street) - - B.S. 12		
461	†Liverpool, Ragged Industrial.		
461	†Liverpool (Jordan Street) - - Wes.		
461	Liverpool, Moorfields, Old Church Charity - - N.S. 5	1,063 0 0	1864
461	†Liverpool, Mount Vernon Green, Girls' Reformatory.		
461	†Liverpool, Mount Pleasant - - B.S. 11		
461	Liverpool, North (Bond Street) - N.S. 5	92 6 8	1853
462	†Liverpool, Practising R.C. 1		
461	†Liverpool, Prince Edwin Street - B.S.	*a*	
461	†Liverpool, Russell Street, Welsh Charity - - - 7		
461	†Liverpool, Soho, Street Ragged.		
461	Liverpool (South), Cornwallis Street N.S. 5	9 10 8	1857
	" " - "	3 12 8	1857
	" " - "	29 0 0	1857
461	†Liverpool, St. Andrew's - - N.S. 5		
461	Liverpool, St. Anne's (Edgehill) - R.C. 2	700 0 0	1852
	" " - "	126 15 5	1858
461	†Liverpool, St. Anthony's - - R.C. 2		
461	†Liverpool, St. Augustine's - - R.C. 2		
461	Liverpool, St. Augustine's - - N.S. 6	*300 0 0	1835
	" " - "	951 15 0	1853

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	LANCASHIRE—*cont.*	£ s. d.	
461	Liverpool, St. Barnabas' - - N.S. 7	731 0 0	1845
	" " - "	20 0 0	1848
	" " - "	89 1 0	1857
461	Liverpool, St. Bartholomew's (Naylor Street) - N.S. 7	328 0 0	1843
	" " - "	6 0 0	1849
	" " - "	23 0 0	1854
	" " - "	56 10 0	1858
461	Liverpool, St. Bride's N.S. 5	*625 0 0	1857
461	Liverpool, St. Catherine's - - N.S. 5	*200 0 0	1857
461	†Liverpool, St. Elizabeth's Reformatory (Soho St.) R.C.		
461	Liverpool, St. Francis Xavier's - R.C. 2	800 0 0	1854
	" " - "	428 0 0	1858
461	†Liverpool, St. George's Indus. - R.C.		
462	†Liverpool, Saint Helen's - - R.C. 1		
461	Liverpool, St. James' (Toxteth Park) - N.S. 5	256 0 0	1849
	" " - "	39 13 4	1853
	" " - "	25 0 0	1855
462	*Liverpool, St. John's, (Toxteth Park)* - N.S.	*450 0 0	1838
461	Liverpool, St. John's N.S. 10	312 10 0	1851
	" " - "	40 0 0	1855
461	†Liverpool, St. Jude's (Edge Hill) - N.S. 7		
461	Liverpool, St. Luke's N.S. 5	*100 0 0	1838
	" " "	12 12 0	1854
	" " "	12 4 0	1855
461	Liverpool, St. Mark's N.S. 7	800 0 0	1855
461	Liverpool, St. Martin's - - N.S. 7	650 0 0	1845
461	Liverpool, St. Mary's (Edge Hill) Ch. of E. 7	1,500 0 0	1858
461	†Liverpool, St. Mary Magdalen - Ch. of E. 7		
461	Liverpool, St. Mary's (Raye Street) - R.C. 2	1,017 0 0	1858
462	†Liverpool, St. Nicholas' - - R.C. 1		
461	†Liverpool, St. Oswald's - - R.C. 2		
461	†Liverpool, St. Paul's Ch. of E. 7		
461	Liverpool, St. Paul's (Princes Park) - N.S. 11	600 0 0	1850
461	†Liverpool, St. Peter's, Boys - R.C. 1		
461	†Liverpool, St. Peters', Girls and Infants' R.C. 1		
461	Liverpool, St. Saviour's - - N.S. 11	2,179 0 0	1858
	" " - "	98 0 0	1860
461	Liverpool, St. Simon's - - N.S. 11	700 0 0	1857
461	†Liverpool, St. Thomas', (Frederick Street) - - N.S. 4		
462	Liverpool, St. Thomas' (Toxteth Park) - - N.S. 5	615 0 0	1846
	" " "	323 0 0	1855

a School has ceased to exist.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	LANCASHIRE—*cont.*		
461	†Liverpool, St. Thomas' and St. William's (Blackstock Street) - - R.C. 2		
461	Liverpool, St. Thomas' (Mount Vernon Street) - R.C. 1	10 0 0	1854
461	†Liverpool, Toxteth B.S. 12		
461	†Liverpool, Toxteth Park, Heath Street, Girls' Mission - 11		
462	Liverpool, Toxteth Park, Holy Trinity Ch. of E. 7	949 0 0	1861
462	†Liverpool, Toxteth Park Reformatory (Wellington Rd.)		
462	†Liverpool, Toxteth Park, Industrial Ragged, Girls.		
461	†Liverpool, Trinity Ch. of E. 11		
461	Liverpool, Vauxhall, All Souls' - - N.S. 11	1,453 0 0	1857
461	Liverpool, Windsor, St. Clement's - N.S. 9	240 0 0	1843
	" " - "	50 0 0	1849
	" " - "	30 0 0	1854
461	†Liverpool, Workhouse - - P.U.		
482	Longridge - - N.S. 10	64 14 6	1858
	" - - "	54 1 0	1862
471	Longsight, St. John's N.S. 3	157 10 0	1851
	"	340 0 0	1857
486	Lowick - " Ch. of E. 6	277 0 0	1857
467	†Lowton, St. Mary - N.S. 6		
464	*Lydiate* - - R.C.	140 10 0	1862
483	Lytham, St. John's Ch. of E. 5	184 10 0	1852
	" "	92 17 6	1853
483	†Lytham, St. Peter's R.C. 5		
464	*Maghull* - - N.S.	80 0 0	1841
473	†Manchester and Salford Ragged and Reformatory.		
473	†Manchester, All Saints' - Ch. of E. 3		
473	Manchester, All Souls' - - N.S. 11	364 0 0	1846
473	†Manchester, Ancoats, (Chalmers' Presbyterian) Mill Street - 11		
473	†Manchester, Ancoats, Lyceum Factory - - B.S. 4		
473	†Manchester, Ancoats (Piercy St.) Pres. 2		
473	†Manchester (Ancoats), St. Alban's - R.C. 10		
473	Manchester, Ancoats, St. Andrew's (St. Andrew's Sq.) N.S. 12	*300 0 0	1837
	" " - "	100 0 0	1849
	" " - "	49 0 0	1851
	" " - "	664 0 0	1858
	" " - "	94 0 0	1859
473	†Manchester " (Buxton Street) Infts. B.S. 4		
	LANCASHIRE—*cont.*		
473	Manchester, Cathedral - - N.S. 1	*400 0 0	1836
	" " - "	36 0 0	1859
473	Manchester (Cathedral), Charity Girls' 11	27 4 8	1859
473	†Manchester (Cheetham Hill) - - Wes. 10		
473	†Manchester (Cheetham Hill Road) Jews' - - 3		
473	†Manchester, Free S. - 3		
473	Manchester (Granby Row) - - N.S. 11	200 0 0	1845
473	†Manchester, Lever Street - - Wes. 10		
473	Manchester (Lower Mosley Street) - B.S. 10	*420 0 0	1837
	" " - "	*400 0 0	1839
473	Manchester (Marshall Street) - B.S. 9		
473	†Manchester, Miles Platting St. John's (Argyle Street) Ch. of E. 11		
473	Manchester, Miles Platting, Inst. - B.S. 9		
473	†Manchester, New Jerusalem Ch. Sch. 10		
473	†Manchester Ragged, Industrial, and Reformatory (Ardwick Green).		
471	†Manchester (Rusholme Road) - Wes.		
473	†Manchester, St. Alban's (late Strangeways) - N.S. 11		
473	†Manchester, St. Alphonsus' - R.C. 10		
473	Manchester, St. Anne's - - N.S. 11	500 0 0	1841
	" " - "	71 0 0	1850
473	Manchester, St. Barnabas' - N.S. 1	500 0 0	1843
	" - "	653 18 4	1857
473	Manchester, St. Chad's, Cheetham Hill - - R.C. 10	620 0 0	1852
473	Manchester, St. James' - - N.S. 1	700 0 0	1846
473	Manchester, St. John's - - N.S. 2	66 0 0	1857
473	†Manchester, St. Jude's - - N.S. 1		
473	†Manchester, St. Luke's (Cheetham Hill) - - N.S. 2		
473	Manchester, St. Luke's (Cheetham Hill), Infants - N.S. 2	505 0 0	1860
473	†Manchester, St. Margaret, Cornbrook Street, Chorlton Road (Boys) - N.S. 1		
473	Manchester, St. Mark's (Cheetham Hill) - - N.S. 1	215 0 0	1843
	" " - "	30 10 0	1857
	" " - "	18 8 4	1859

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	LANCASHIRE—*cont.*		
473	Manchester, St. Mary's, - - R.C. 10	460 0 0	1855
473	Manchester, St. Matthew's - N.S. 1	461 2 6	1855
473	Manchester, St. Michael's - - N.S. 3	418 0 0	1842
	" " - "	300 0 0	1844
	" " - "	36 0 0	1857
	" " - "	26 13 4	1858
473	†Manchester, St. Patrick's - - R.C. 10		
473	Manchester, St. Philip's - Ch. of E. 11	764 0 0	1852
	" " - "	15 0 0	1857
	" " - "	7 13 7	1858
473	*Manchester, St. Silas'* - - N.S.	612 0 0	1845
473	*Manchester, St. Stephen's Parish* - - -	701 2 0	1859
473	Manchester, St. Thomas' (Redbank) - N.S. 2	531 0 0	1848
473	†Manchester, St. Wilfred's - - R.C. 10		
473	†Manchester, Tomlinson Street, Dom. Missions - - 6		
478	Marsden, Great - N.S. 3	250 0 0	1849
478	*Marsden, Little* - N.S.	*100 0 0	1835
	" " - "	6 19 0	1847
481	Mawdsley - - N.S.	85 0 0	1844
481	*Mawdsley* - - R.C.	223 0 0	1860
481	†Mawdsley - - Wes. 6		
473	†Mayfield - - B.S. 10		
480	*Mellor Brook* - N.S.	*110 0 0	1836
464	Meols, North - Par. 9	1,000 0 0	1860
484	†Michael's, St., on Wyre - - N.S. 5		
463	†Micklehead Green - B.S. 11		
475	Middleton - - N.S. 3	200 0 0	1843
	" - "	121 0 0	1860
475	‡Middleton, Infants N.S.		
475	Middleton, Barrowfields - - N.S. 3	135 0 0	1845
475	†Middleton, New Jerusalem - - 2		
476	*Milnrow* - - B.S.	90 0 0	1840
476	Milnrow - - N.S. 6	200 0 0	1841
	" - "	20 0 0	1855
	" - "	350 0 0	1858
475	†Moorside - Ch. of E. 5		
474	*Mossley, St. George's* N.S.	315 0 0	1842
	"	150 0 0	1844
474	†Mossley, St. Joseph - R.C. 11		
463	Moss Bank - - N.S. 1	363 0 0	1855
473	*Moston* - - N.S.	174 0 0	1845
477	†Musbury (Hollin Bank) - - N.S. 4		
478	†Nelson in Marsden, Infants - - 3		
486	†Newbarns - Ch. of E. 6		
464	†Newburgh (Ormskirk) - N.S. 3		
464	†Newburgh - - B.S.		
477	†Newchurch Mechanics' Institute - B.S. 9		
477	†Newchurch in Rosendale - - N.S. 4		
467	†Newchurch near Warrington Ch. of E. 4		
482	†Newsham, St. Mary's R.C. 5		
473	*Newton Heath, All Saints'* (No. 1) - N.S.	907 13 4	1854
	" " - "	6 0 0	1856
473	Newton Heath, All Saints' (No. 2) - N.S. 4	240 0 0	1845
	" " - "	14 6 8	1854
473	†Newton Heath, All Saints', Infants - 4		
473	†Newton Heath, Hulm Hall Lane Wes. 6		
466	*Newton, St. Peter's* N.S.	1,216 0 0	1861
476	Norden (late Blackpits) - - N.S. 6	120 0 0	1847
	" " - "	8 0 0	1856
476	‡Oakenrod, Factory and Evening.		
480	†Oakenshaw - - Wes. 5		
475	*Oldham* - - B.S *a*	*254 0 0	1834
475	†Oldham (St. Domingo Street) - Wes. 7		
475	Oldham, St. James', (Greenacres Moor) N.S. 4	*165 0 0	1837
	" - "	58 10 0	1858
475	Oldham, St. Mary's, Parish Church - 4	1,000 0 0	1844
475	Oldham, St. Marie's R.C. 11	1,451 0 0	1859
475	Oldham, St. Peter's N.S. 4	*588 0 0	1836
	" " - "	650 0 0	1844
471	Openshaw - - N.S. 3	138 10 0	1854
	" - - "	2 16 4	1857
	" - - "	24 0 0	1859
466	Orford, Endowed - 9	12 0 0	1858
464	†Ormskirk - - N.S.	*b*	
464	Ormskirk, United Charity - - - 3	292 3 4	1854
	" - -	50 0 0	1856
465	‡Orrell, St. James' - R.C.		
480	Oswaldtwistle Busk, Infts 4	*93 0 0	1837
	" " -	45 0 0	1843
480	Oswaldtwistle (Cabin End) - N.S. 4	*120 0 0	1837
	" - "	523 0 0	1860
480	Oswaldtwistle, Belthorne, and (Daisey Green) - N.S. 4*c*	*96 0 0	1839
	" - "	479 0 0	1862
480	Oswaldtwistle (New Lane) - - N.S. 4	232 10 0	1861
472	Paddington, St. Paul's - - N.S. 9	300 0 0	1856
	" " - "	148 0 0	1857
472	†Paddington, St. Paul's, 2nd Infant N.S. 9		
466	*Padgate* - - N.S.	150 0 0	1844
479	†Padiham - - B.S. 4		
478	†Padiham - - Wes. 5		
478	†Padiham - Ch. of E. 3		
478	Padiham, Infts. - 3	465 0 0	1858
465	†Park Lane (Ashton-in-Makerfield) - R.C. 5		
463	Parr, St. Peter's - N.S. 12	300 0 0	1844
	" " - "	59 0 0	1844
	" - - "	36 16 8	1854
463	Parr, Brookfield Ch. of E. 1	214 8 0	1859
479	Patricroft (Mechanics' Institute) - B.S. 10	326 2 8	1849
479	†Patricroft, Holy Cross - - R.C.		

a Discontinued as an elementary school for the education of the poor.
b Schools abandoned.
c The old schools are sold.

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	LANCASHIRE—*cont.*		
463	*Peasley, Infant* Ch. of E.	90 0 0	1854
	" " - "	81 0 0	1856
463	†Peasley Cross, Holy Trinity - - N.S. 1		
465	*Pemberton (Goose Green)* - - N.S.	*30 0 0	1838
472	†Pendlebury, Ch. Ch. 10		
472	Pendlebury, St. John's - - N.S. 10	270 0 0	1846
	" " - "	17 10 0	1860
472	Pendleton, Brunswick - - Wes. 3	845 0 0	1862
472	Pendleton, St. Thomas' - - N.S. 10	*60 0 0	1837
466	Penketh, "Day Star" Wes. 9	270 0 0	1861
*486	*Pennybridge* - N.S.	*70 0 0	1838
480	†Pickup Bank - N.S. 11		
469	†Pilkington (Park Lane) - - B.S. 4		
484	Pilling - - N.S. 5	483 0 0	1857
469	†Pits-o'th'-Moor - Wes. 9		
465	†Poolstock - Ch. of E. 12		
485	Poulton-le-Sands - N.S. 5	740 0 0	1856
463	†Prescot, St. Mary's - R.C. 5		
482	Preston, All Saints' N.S. 10	466 5 0	1854
482	†Preston, Central - N.S. 10		
482	Preston, Ch. Ch. - N.S. 10	*105 0 0	1835
	" - "	1,142 0 0	1858
482	†Preston, St. Marks' Infant - - N.S. 10		
482	†Preston (Croft St.) - Wes. 4		
482	Preston, Holy Trinity - - N.S. 10	605 0 0	1845
	" " - "	35 6 8	1849
	" " - "	17 6 8	1857
482	Preston (Orchard Street) Methodist Free Church - - 4	517 0 0	1858
482	†Preston, St. Augustine's - - R.C. 5		
482	†Preston, St. Ignatius' R.C. 5		
482	Preston, St. James' N.S. 10	489 0 0	1850
	" " - "	12 0 0	1855
482	†Preston, St. Joseph's (Ribbleton Lane) R.C. 5		
482	Preston, St. Luke's, (late St. Paul's, Infant, Deepdale Mill Street) - N.S. 10	184 0 0	1854
	" - "	3 13 8	1856
482	Preston, St. Mary's N.S. 10	*250 0 0	1838
	" " - "	154 0 0	1847
	" " - "	90 0 0	1856
482	Preston, St. Paul's - N.S. 11	83 9 2	1855
	" " - "	244 0 0	1856
	" " - "	34 0 0	1857
482	Preston, St. Peter's, Brook St., Boys - N.S. 12	222 0 0	1856
482	Preston, St. Peter's (Coldbath Street), Girls and Infants N.S. 11	1,177 12 0	1862
482	Preston, St. Thomas' N.S. 10	250 0 0	1841
	" " - "	166 0 0	1848
	" " - "	47 0 0	1855
	" " - "	20 0 0	1856
482	†Preston, St. Thomas', Infants - - N.S.		
	LANCASHIRE—*cont.*		
482	†Preston, The Talbot R.C. 5		
482	Preston (Upper Walker Street) - R.C. 5	320 0 0	1858
482	Preston, St. Wilfred's (Fox St.) - R.C. 5	80 0 0	1855
473	†Prestwich - - N.S. 3		
473	Prestwich (Rooden Lane) - - B.S. 3	250 0 0	1854
485	Quernmore - - N.S. 6	*35 0 0	1838
	" - - "	92 5 0	1852
469	Radcliffe, Bank Top Ch. of E. 6	450 0 0	1858
469	†Radcliffe, Blacklane Ch. of E. 6		
469	Radcliffe Close - Wes. 4	130 0 0	1853
469	Radcliffe Hall Ch. of E. 6	*105 0 0	1859
469	†Radcliffe Bridge Ch. of E. 7		
469	†Radcliffe, St. Thomas Ch. of E. 7		
463	*Rainford (at Crank Hill)* - - N.S.	117 0 0	1852
463	Rainford, Parish - N.S. 4	149 5 0	1856
	" " - "	30 0 0	1850
	" " - "	30 0 0	1852
463	Rainhill - " - N.S. 5	100 0 0	1841
	" - - "	75 0 0	1849
463	†Rainhill, Boys - R.C.		
463	†Rainhill, Girls - R.C. 5		
463	†Ravenhead Colliery N.S. 1		
463	†Ravenhead (Plate Glass Company's) B.S. 4		
484	†Rawcliffe Hall - N.S.	*b*	
477	Rawtenstall - N.S. 4	*200 0 0	1839
477	†Rawtenstall - Wes. 2		
477	†Rawtenstall (Holly Mount) - - B.S. 2		
477	*Read (in Whalley)* - N.S.	*60 0 0	1838
452	†Reddish Albert - B.S. 6		
475	Rhodes - Ch. of E. 3	390 10 8	1856
482	†Ribchester, St. Peter and St. Paul - R.C. 5		
480	†Rishton - - R.C.	*a*	
467	Risley - - Pres. 3	195 0 0	1852
	" - - "	43 0 0	1856
476	Rochdale - - Par. 5	100 0 0	1844
	" " - -	50 0 0	1845
	" " - -	38 0 0	1854
476	†Rochdale - - Wes. 2		
476	*Rochdale* - - B.S.	*250 0 0	1838
476	†Rochdale, St. Alban's, Boys - Ch. of E. 5		
476	Rochdale, St. Alban's, Girls - - N.S. 5	636 0 0	1861
476	*Rochdale, St. Chad's* N.S.	431 0 0	1858
476	†Rochdale, St. John's R.C. 11		
476	Rochdale (St. Mary's District) - - N.S. 5	17 7 6	1862
	" " - "	18 6 0	1862
476	‡Rochdale, St. Patrick's - - R.C.		
478	†Rough Lee - - B.S. 5		
475	†Royton - - Wes. 2		
475	Royton, St. Paul's - N.S. 5	15 0 0	1844
471	Rusholme, Trinity, and Girls Indus. Ch. of E. 12	598 15 0	1861
474	†Ryecroft - - B.S. 7		
479	†Sabden - - B.S. 4		

a Removed from inspection.

b Passed into other hands.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	LANCASHIRE—*cont.*	£ s. d.	
	†Salem Moravian - - -		
480	Salesbury - - N.S. 11	240 0 0	1852
472	†Salford, Chapel Sreet, Girls Scotch Pres. - 10		
472	*Salford (Ellor St.)* - B.S.	*200 0 0	1839
	" " - "	50 0 0	1840
472	†Salford, Broughton Road. - - Wes. 3		
472	†Salford, Christ Ch. - N.S. 2		
472	†Salford, Gravel Lane Wes. 3		
472	Salford (Great George St.) Model - N.S. 12	200 0 0	1845
	" " - "	268 0 0	1860
472	†Salford Industrial and Ragged -		
472	†Salford, New Jerusalem Ch. Sch. - 10		
472	†Salford, Scotch Pres. (Mount St.) - 10		
472	Salford, St. Bartholomew's - - N.S. 12	400 0 0	1844
	" " - "	17 0 0	1850
	" " - "	20 0 0	1855
472	†Salford, St. John's - R.C. 11		
472	Salford, St. Matthias' - - N.S. 2	500 0 0	1842
472	Salford, St. Peter's, (Greengate) - R.C. 11	475 0 0	1863
472	†Salford, St. Philips', Infant - - 4		
472	Salford, St. Simon's N.S. 4	1,100 0 0	1856
472	†Salford, St. Stephen's N.S. 4		
472	†Salford, St. Stephen's Inft. - Ch. of E. 4		
472	†Salford, Trinity Ch. of E. 4		
472	†Salford, Working Men's College - 2		
482	*Samlesbury* - - N.S.	*120 0 0	1857
466	Sankey Great - N.S. 10	27 0 7	1854
486	Satterthwaite and Rusland - - N.S. 6	100 0 0	1850
464	†Scarisbrick - Ch. of E.		
484	†Scarton - - B.S. 4		
485	*Scotforth* - - N.S.	50 0 0	1846
462	Scaforth - Ch. of E. 11	259 0 0	1855
468	†Sharples, Messrs. Ashworths' - B.S. 9		
475	Shaw - - - N.S. 5	*200 0 0	1839
	" - - - "	15 0 0	1856
	" - - - "	26 5 0	1856
	" - - - "	55 0 0	1860
475	†Shaw - - - Wes. 4		
465	†Shevington (Mixed) Ch. of E. 11		
469	Shuttleworth - N.S. 6	200 0 0	1849
	" - - "	50 0 0	1860
485	*Silverdale* - - N.S.	87 0 0	1855
483	Skerton, St. Luke's N.S.	*120 0 0	1837
	" - - "	30 0 0	1849
476	Smallbridge, St. John's - - N.S. 7	*200 0 0	1839
468	*Smithill's Deans* - N.S.	60 0 0	1843
481	South Hill, Whittle-le-Woods - - R.C. 6	424 0 0	1859
484	*Southport* - - B.S.	*60 0 0	1836
464	Southport, Ch. Ch. - N.S. 10	*57 0 0	1838
	" " - "	315 0 0	1854
464	Southport, Holy Trinity - - N.S. 10	1,693 15 0	1857
	" " - "	54 0 0	1861
464	†Southport, St. Mary's R.C. 11		
464	Southport, St. Paul's Girls and Infant - 10	128 0 0	1864
464	†Southport, Talbot Street - - Wes. 1		
483	Southshore - - N.S. 5	80 0 0	1846
476	Spotland - - - N.S. 7	*166 0 0	1837
	" - - - "	13 19 11	1846
	" - - - "	13 12 6	1848
	" - - - "	3 16 8	1853
	" - - - "	23 0 0	1853
	" - - - "	6 0 0	1856
469	*Stand* - - N.S.	*270 0 0	1837
465	†Standish, Boys and Girls - - N.S. 12		
462	Stanley, St. Anne's N.S. 11	436 0 0	1847
486	*Staveley (in Cartmel)* Endowed - -	32 0 0	1848
477	*Stonefield* - - N.S.	*60 0 0	1857
470	Stretford - - N.S. 2	370 0 0	1845
	" - - "	18 0 0	1859
476	†Stubbylee, St. Saviour's - Ch. of E. 7		
469	†Summerseat Wes. 9		
463	Sutton - - - N.S. 11	588 15 0	1864
463	†Sutton, St. Anne's - R.C.		
463	Sutton, St. Joseph's R.C. 5	754 0 0	1858
470	†Swinton - Ch. of E. 10		
470	†Swinton (Girls) - Pres. 4		
470	†Swinton, Industrial P.U.		
478	*Symonstane* - - N.S.	*52 0 0	1840
464	*Tarleton* - - N.S.	*120 0 0	1839
464	*Tarleton, The Holmes* N.S.	166 0 0	1843
475	*Thornham* - - N.S.	*100 0 0	1840
485	†Thurnham - - R.C. 6		
480	*Tockholes* - - N.S.	50 0 0	1845
495	Todmorden - - N.S.	500 0 0	1845
	" - - "	10 10 6	1850
475	Tonge-cum-Alkrington - - N.S. 3	198 0 0	1847
	"	114 16 8	1864
469	†Tottington Mill - B.S. 8		
469	Tottington, St. Anne's - - N.S.	*180 0 0	1836
478	Towneley, Infr. - R.C. 3		
478	*Trawden* - - N.S.	140 0 0	1843
477	Tunstead - - N.S. 4	*110 0 0	1843
467	Tyldesley - Ch. of E. 4	103 0 0	1859
481	*Ulnaswalton* - N.S.	35 0 0	1846
486	†Ulverstone - - Wes. 4		
486	Ulverstone - - N.S. 6	*150 0 0	1834
	" - - "	45 2 0	1858
	" - - "	27 0 0	1859
	" - - "	45 0 0	1860
	" - - "	9 2 6	1862
469	Unsworth, St. George's - - N.S.	360 0 0	1846
	" " - "	60 0 0	1847
	" " - "	12 0 0	1849
	" " - "	20 0 0	1851
469	†Unsworth - - Wes.		
465	Upholland, Girls - N.S. 12	198 0 0	1856
465	†Upholland, Grammar Lower Division - 12		
465	†Upholland, Lord Crawford's Ch. of E.		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	LANCASHIRE—*cont.*		
465	Upholland, Mixed (late Holland Moor) - N.S. 12	100 0 0	1850
	" " - "	8 5 4	1854
479	Urmston " Ch. of E. 12	225 12 0	1859
486	†Urswick, Grammar Ch. of E. 6		
472	†Walkden Moor - N.S. 9		
469	Walmersley, Christ's Ch. - - N.S. 3	*150 0 0	1840
482	†Walmer Bridge - B.S. 4		
468	*Walmsley* - - N.S.	*200 0 0	1840
	" - - "	150 0 0	1846
482	Walton-le-Dale - N.S. 10	*300 0 0	1836
	" - - "	149 0 0	1859
462	†Walton-on-the-Hill- N.S. 11		
476	Wardle - - N.S. 6	270 0 0	1844
466	Wargrave - - N.S. 10	450 0 0	1845
	" - - "	45 0 0	1846
	" - - "	20 0 0	1852
	" - - "	73 5 1	1861
466	Warrington - - B.S. 10	235 0 0	1841
	" - - "	66 10 0	1851
	" - - "	18 0 0	1852
	" - - "	100 0 0	1854
	" - - "	113 0 0	1858
466	Warrington, Boys' Model - - N.S. 10	*415 0 0	1834
	" " - -	*85 0 0	1839
	" " - -	31 1 0	1851
466	Warrington (Girls and Infants) Model N.S. 10	574 10 0	1850
	" " - "	75 0 0	1850
	" " - "	27 0 0	1857
466	†Warrington, St. Alban's - - R.C. 5		
466	Warrington, St. Alban's, Girls and Infants - - R.C. 5	639 0 0	1860
466	Warrington, St. Ann's Ch. of E. 10	415 0 0	1864
466	Warrington, Heath-side, St. Paul's and Trinity - - N.S. 11	360 0 0	1853
	" " - "	82 0 0	1858
485	‡Warton, Parish Grammar.		
475	Waterhead - - N.S. 5	187 13 4	1854
462	Waterloo, Ch. Ch. - N.S. 5	106 0 0	1843
	" " - "	105 0 0	1851
462	†Wavertree, Infants - B.S. 11		
462	†Wavertree, St. Mary Ch. of E. 9		
483	†Weeton - - N.S 5		
480	*Wensley Fold* N.S.	210 0 0	1845
	" " "	35 0 0	1848
462	West Derby - Par. 10	1,567 16 0	1861
462	†West Derby - P.U.		
468	Westhoughton - Par. 4	612 0 0	1861
468	*Westhoughton, Daisy Hill, Infts.* - N.S.	43 0 0	1841
467	†Westleigh - - N.S. 2		
479	Whalley - - N.S. 4	*40 0 0	1836
	" - - "	183 0 0	1847
479	†Whalley Range, St. Margaret's, Girls and Infants.		
481	*Wheelton* - - N.S.	50 0 0	1844
481	*White Coppice* - N.S.	45 0 0	1844
	" - - "	30 0 0	1844
	LANCASHIRE—*cont.*		
485	†Whittington - N.S. 6		
481	Whittle-le-Woods - N.S. 2	*53 0 0	1834
	" - - "	77 10 6	1858
476	†Whitworth - - N.S. 6		
463	Widnes Docks - N.S.	30 0 0	1841
463	Widnes Dock, St. Mary's - - N.S. 10	235 0 0	1863
463	Widnes Dock, St. Marie's - - R.C. 5	382 10 0	1861
465	Wigan - - Wes. 5	1,644 0 0	1857
465	Wigan - - Pres. 4	90 0 0	1852
465	Wigan, Blue Coat - N.S. 11	329 0 0	1859
465	Wigan, St. Catherine's - - N.S. 11	*450 0 0	1835
465	Wigan, St. George's N.S. 11	*306 0 0	1839
465	Wigan, St. John's - R.C. 4	38 0 0	1854
	" " "	106 13 4	1855
465	†Wigan, St. Joseph's R.C.		
465	Wigan, St. Mary's - R.C. 4	126 11 6	1857
465	Wigan, St. Patrick's R.C. 4	920 0 0	1858
465	Wigan, St. Thomas' N.S. 12	360 0 0	1847
	" " - "	83 10 0	1855
	" " - "	120 18 0	1859
	" " - "	14 0 0	1863
468	†Wingates - - " 4		
471	Withington - N.S. 3	100 0 0	1844
481	†Withnell Mill - Wes. 3		
480	*Witton, St. Mark's* N.S.	204 0 0	1846
482	*Woodplumpton* Ch. of E.	226 17 6	1863
463	Woolton, Much - N.S. 6	300 0 0	1848
463	*Woolton, Little* - N.S.	110 0 0	1845
	" " - -	27 0 0	1845
463	†Woolton - - R.C. 3		
470	†Worsley - - N.S. 9		
470	†Worsley Edgefold, Infant - - 9		
470	†Worsley (Ellen-brook, Night) - N.S.		
470	†Worsley (RoeGreen) N.S. 9		
485	Yealand Conyers - N.S. 6	76 0 0	1841
	LEICESTERSHIRE.		
414	‡Appleby - - B.S. 3		
408	†Arnesby - - N.S. 3		
418	†Ashfordby - Ch. of E. 1		
414	†Ashby-de-la-Zouch, Endowed Grammar - - 4		
414	Ashby-de-la-Zouch - N.S. 4	*250 0 0	1837
	" " - "	60 0 0	1855
408	†Ashby Magna - Ch. of E.		
411	*Aylestone* - - N.S.	75 0 0	1848
414	†Bardon Park - B.S. *b*		
416	†Barkby - - Par. 3		
443	†Barkestone - - N.S. 1		
416	Barrow-upon-Soar Ch. of E. 2	200 0 0	1859
412	†Barwell - Ch. of E.		
416	Belgrave - - N.S. 3	*60 0 0	1840
	" - - "	326 0 0	1862
415	*Belton* - - N.S.	82 0 0	1844
416	Birstall - - N.S. 3	165 0 0	1851
411	Blaby - - N.S.	128 13 6	1849
414	*Blackfordby* - N.S.	20 0 0	1844
427	Bottesford - - N.S. 1	418 3 0	1856
409	*Bowden, Great* - N.S.	*60 0 0	1839
418	*Branston* - - N.S.	70 0 0	1845
444	†Breedon-on-the-Hill N.S.		
408	Broughton Astley - N.S.	95 0 0	1847

a School does not now exist.

b School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	LEICESTERSHIRE—*cont.*	£ s. d.	
418	*Buckminster* - N.S.	40 0 0	1842
412	†Burbage - - N.S. 3		
412	†Burbage - - Wes. 7		
414	Coalville - - N.S. 3	*70 0 0	1839
	" - - "	120 0 0	1859
414	†Coalville - - B.S. 7		
427	*Croxton Keyrial* - N.S.	75 0 0	1845
418	†Dalby, Old - - B.S. 7		
444	*Diseworth* - Ch. of E.	190 0 0	1862
444	Donnington Castle - Par. 3	620 0 0	1855
412	Earl-Shilton - N.S. 3	389 14 0	1859
418	†Eaton - - Par.		
418	†Edmonthorpe Village - - 6		
411	Enderby - - N.S. 2	411 0 0	1860
418	*Frisby-on-the-Wreak* N.S.	121 5 9	1855
408	Gilmorton - - N.S. 3	120 0 0	1858
410	†Glenn, Great Ch. of E. 2		
414	†Grace Dieu - - R.C. 9		
414	Griffydam - - Wes. 7	349 16 8	1854
418	Harby - - N.S. 1	290 0 0	1861
415	Hathern - - N.S. 3	254 0 0	1850
414	*Heather* - - N.S.	40 0 0	1846
412	Higham-on-the-Hill N.S. 3	*46 0 0	1838
	" - - "	23 12 6	1855
412	†Hinckley - - N.S. 3		
412	Hinckley, Holy Trinity - - N.S.	220 0 0	1848
418	*Hose* - - N.S.	80 0 0	1846
414	Hugglescote and Donnington - N.S. 3	*51 0 0	1838
414	*Hugglescote, Mixed* N.S.	272 10 0	1863
410	†Humberston - N.S. 3		
409	Husband's Bosworth - - N.S. 2	283 0 0	1858
	" - - "	122 0 0	1860
413	Ibstock - - B.S. 7	81 0 0	1848
	" - - "	40 0 0	1852
	" - - "	22 5 0	1856
413	†Ibstock - - N.S.	*a*	
444	Kegworth - - N.S. 3	133 0 0	1840
409	Kibworth-Beauchamp Harcourt - - N.S. 3	115 0 0	1843
	" - - "	32 0 0	1856
408	†Kilworth, North - N.S. 3		
408	Kilworth, South - N.S. 3	*40 0 0	1835
	" " - "	41 0 0	1851
	" " - "	36 0 0	1859
408	†Kimcote - - N.S.		
411	†Kirby Muxloe Ch. of E. 3		
411	*Knighton* - - N.S.	45 0 0	1841
427	†Knipton - - N.S. 1		
417	†Leicester - - P.U.		
417	*Leicester, (Archdeacon Lane) Infts.* B.S.	*100 0 0	1838
417	†Leicester, Central County - - N.S. 2		
417	Leicester, Ch. Ch. - N.S.	150 0 0	1841
417	Leicester (Curzon Street) - - N.S.	237 3 4	1853
417	†Leicester (Great Meeting) Day - B.S. 7		
417	Leicester (Hill Street) B.S. 7	*750 0 0	1854
	" - "	120 0 0	1855
417	†Leicester (Knighton Street) - - N.S. 3		
417	†Leicester, St. John's N.S. 2		
417	Leicester, St. Margaret's - - N.S. 2	*425 0 0	1835
417	†Leicester, St. Martin's Charity - 2		
417	Leicester, St. Mary's, Laxton Street Ch. of E. 2	447 0 0	1858
	" " "	38 10 0	1860
417	†Leicester, Old St. Mary's - - Par. 2		
415	†Loughborough - Wes.	*b*	
415	†Loughborough, Emmanuel, Boys - N.S.		
415	Loughborough, Emmanuel, Infant - N.S. 3	150 0 0	1854
	" " - "	261 0 0	1858
415	Loughborough, Lancasterian - - 7	163 0 0	1859
415	†Loughborough, St. Marie's - - R.C. 9		
409	Lubenham - - N.S. 2	527 0 0	1859
408	†Lutterworth Ch. of E. 3		
409	*Market Harborough* B.S.	*205 0 0	1839
409	Market Harborough N.S. 2	*100 0 0	1836
	" - - "	60 0 0	1843
	" - - "	49 3 4	1859
413	*Markfield* - Ch. of E.	158 7 6	1862
418	Melton Mowbray, Free - - N.S. 2	20 0 0	1852
418	*Melton Mowbray* Ch. of E.	100 0 0	1854
418	†Melton Mowbray - B.S. 7		
414	†Moira - Ch. of E. Mount Saint Bernard, Agricultural Colony, Roman Catholic Reformatory.	*a*	
413	†Nailstone - - N.S. 3		
413	†Nailstone, Infant - N.S.		
411	Oadby - - N.S. 3	220 0 0	1848
413	†Peckleton, Juvenile Reformatory.		
416	Queniborough - N.S.	85 0 0	1848
416	Quorndon - - N.S. 3	*48 0 0	1837
	" - - "	12 0 0	1847
	" - - "	12 10 6	1862
	" - - "	65 0 0	1864
416	†Rearsby Ch. of E.		
427	‡Redmill - - N.S.		
416	Rothley - - N.S.	*39 0 0	1839
	" - - "	17 3 4	1853
418	*Scalford* - N.S.	20 0 0	1846
412	Sharnford - - N.S. 3	70 0 0	1846
	" - - "	9 0 0	1858
415	Sheepshed - - N.S. 3	*200 0 0	1837
	" - - "	17 0 0	1850
	" - - "	30 0 0	1855
	" - - "	21 0 0	1858
415	†Sheepshed - - R.C.		
397	Sheepy - - N.S.	108 0 0	1848
416	Sileby - - N.S. 2	578 0 0	1859
413	*Stapleton* - - N.S.	*b* 75 0 0	1848
412	*Stoke Golding Grammar* - - -	40 0 0	1842
418	‡Stonesby - - N.S.		
414	Swannington - N.S. 4	276 12 0	1862
418	*Sweepstone* - N.S.	40 0 0	1848
416	†Syston - - N.S. 2		
414	*Thringstone* - - N.S.	52 10 0	1844
	" - - "	26 19 4	1858
411	Thurlaston - - N.S. 2	294 6 0	1854
	" - - "	150 0 0	1859

a Inspection discontinued.

b School closed.

No. of Dist. or Union in Census Tables	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment
	LEICESTERSHIRE—*cont.*		
416	Thurmaston - - N.S. 3	125 0 0	1845
	" - - "	15 0 0	1846
	" - - "	40 6 0	1857
418	†Twyford - - Wes. 7		
418	Twyford - - N.S. 3	54 0 0	1846
	" - - "	22 0 0	1856
418	Walsham-on-the-Wolds - - N.S. 2	150 0 0	1847
415	†Whatton, Long - N.S. 3		
414	Whitwick - - N.S. 3	*45 0 0	1836
	" - - "	484 0 0	1858
	" - - "	212 0 0	1858
414	†Wigston, Great - B.S. 7		
414	Wigston, Great - N.S. 3	50 0 0	1843
	" - - "	35 0 0	1844
	" - - "	15 0 0	1856
	" - - "	11 0 0	1857
	" - - "	26 10 0	1858
416	*Woodhouse* - - N.S.	*66 0 0	1838
416	Woodhouse Eaves, Day & Evening - N.S. 3	118 0 0	1860
414	Woodville - - N.S. 3	150 0 0	1849
	" - - "	25 4 0	1855
	" - - "	16 2 8	1860
415	Wymeswold - N.S. 2	108 0 0	1847
	" - - "	31 0 0	1854
	LINCOLNSHIRE.		
439	Alford - - N.S. 4	23 18 6	1860
463	†Alkborough - N.S. 11		
453	†Appleby - - N.S. 11		
428	Bardney - - Wes. 2	391 0 0	1857
428	†Bardney, Kitching's Charity - - 3		
442	Barkstone - - N.S. 2	*50 0 0	1835
427	†Barrowby - Ch. of E. 11		
463	Barton-on-Humber N.S. 10	350 0 0	1845
	" " - "	71 6 8	1859
463	Barton-on-Humber Wes. 2	396 15 0	1856
	" " - "	220 0 0	1857
443	Basingham - " - Wes. 1	279 0 0	1856
442	Basingham - - N.S. 2	244 0 0	1856
432	*Beesby* - - N.S.	15 0 0	1845
451	Bellsan and Aby - N.S. 4	115 10 0	1857
	" - - "	50 0 0	1859
442	Bennington, Long - N.S. 2	161 0 0	1848
"	" " - "	52 0 0	1849
	" " - "	30 0 0	1854
425	*Binbrook* - - N.S.	72 0 0	1846
457	Blyborough - - N.S.	100 0 0	1845
454	*Blyton* - - N.S.	75 0 0	1844
420	†Bolingbroke, New - N.S.		
421	*Bolingbroke (Old) and Hareby Girls* N.S.	40 0 0	1841
	" "	25 0 0	1854
420	Bolingbroke, " Old, Mixed - - N.S. 5	45 0 0	1842
421	Boston - - N.S. 6	497 5 0	1850
	" - - "	135 12 8	1859
443	Boston - - B.S. 3	28 19 5	1852
426	Boston, Industrial - Wes. 5	419 0 0	1850
	" - - "	39 7 0	1857
425	†Boston, East, Infant 6		
425	†Boston, St. James', West Church - N.S. 6		
451	*Bottesford* - - N.S.	100 0	1847
422	†Bourne (Eastgate) Mixed, Infants - 3		

No. of Dist. or Union in Census Tables	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment
	LINCOLNSHIRE—*cont.*		
442	†Brant-Broughton - Wes. 1		
432	†Brocklesby Park - N.S. 11		
430	Burgh - - Wes. 2	192 0 0	1858
	" - - "	27 10 0	1862
430	†Burgh-le-Marsh - N.S. 5		
427	‡Burton Coggles - Par.		
434	†Butterwick, West Ch. of E. 5		
432	Caistor - - N.S. 2	456 0 0	1860
442	†Carlton-le-Moorlands - - N.S.		
431	*Carlton (Little) Inft.* N.S.	90 0 0	1858
432	†Claxby - - N.S.		
442	†Claypole - - N.S. 2		
432	Cleethorpe - - N.S. 9	349 1 5	1857
451	*Cockerington* - N.S.	42 0 0	1843
427	†Colsterworth - N.S. 3		
429	‡Coningsby - - Wes.		
429	*Coningsby* - - N.S.	*60 0 0	1836
431	Covenham, Saint Mary's - - N.S. 4	28 0 0	1857
	" " - "	1 1 0	1860
422	†Deeping, St. James' N.S. 7		
421	†Deeping West Charity - Ch. of E. 7		
428	†Doddington - - N.S. 1		
431	*Donington-on-Baine* N.S.	90 0 0	1850
	" " - "	100 0 0	1853
428	*Dunston* - - N.S.	45 6 8	1852
511	Epworth - - N.S. 11	70 0 0	1846
	" - - "	23 10 0	1861
434	†Ferry, West - - Wes. 2		
428	*Fiskerton* - - N.S.	278 0 0	1861
442	*Foston* - - N.S.	84 0 0	1848
430	Friskney, Endowed Ch. of E. 5	350 0 0	1860
429	*Fulletby* - - N.S.	115 0 0	1859
434	Gainsborough - N.S. 11	100 0 0	1845
	" - - "	63 0 0	1850
434	Gainsborough - Wes. 2	250 0 0	1847
451	*Gayton-le-Marsh* - N.S.	*31 0 0	1838
424	Gedney, Drove End Ch. of E. 7	264 0 0	1857
424	*Gedney Hill* - Par.	286 0 0	1860
433	Glandford Brigg - N.S. 10	425 0 0	1855
423	*Gosberton* - - N.S.	199 4 4	1856
	" - - "	57 15 6	1860
433	Goxhill - - Wes. 2	360 0 0	1856
427	Grantham - - N.S. 3	150 0 0	1844
	" - - "	40 0 0	1854
	" - - "	36 0 0	1855
	" - - "	32 0 0	1857
	" - - "	1,250 0 0	1859
427	†Grantham, Hurst's Charity - - -		
427	Grantham - - B.S. 10	*100 0 0	1835
	" - - "	14 18 10	1856
	" - - "	19 12 6	1861
427	Grantham (Brownlow), Infts. and Sunday " - Ch. of E. 3	*105 0 0	1835
	" - - "	150 0 0	1859
427	†Grantham, St. Mary's R.C. 10		
427	†Grantham (Little Gonerby), Infant - N.S. 3		
427	Grantham (Welby) Infants - - N.S. 3	398 0 0	1858
432	†Grasby - - N.S. 3		
421	‡Greatford - - N.S.		

* This school is merged into Grantham N.S.

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	LINCOLNSHIRE—*cont.*	£ s. d.	
432	Grimsby, Great, Boys and Girls - - N.S. 10	344 18 9	1862
432	†Grimsby, Great, Girls - Ch. of E.		
432	Grimsby, Great - Wes. 2	1,050 0 0	1858
432	†Grimsby, Great - R.C.		
428	†Hale Magna Ch. of E. 3		
433	*Halton East* - Par.	18 0 0	1859
430	Halton Holegate - N.S. 5	70 0 0	1848
	" "	65 0 0	1864
428	Harmston - - N.S. 2	110 0 0	1852
	" "	45 2 0	1855
432	Hatcliffe - - Wes. 7	255 0 0	1856
426	Heckington - - N.S. 6	108 0 0	1846
428	†Heighington, Girls N.S.	*a*	
426	‡Helpringham - N.S.		
427	†Heydour - - N.S.		
430	Hogsthorpe - - N.S. 4	400 0 0	1859
424	Holbeach - - N.S. 6	75 0 0	1845
424	*Holbeach, St. John's* N.S.	75 0 0	1853
433	†Holland, New - N.S. 10		
428	†Holton-le-Bickering Ch. of E. 12		
429	Horncastle - - N.S. 2	46 10 0	1859
429	Horncastle - - Wes. 3	580 0 0	1860
	" "	207 0 0	1862
429	*Horsington* - - N.S.	197 2 6	1862
433	†Howsham - - N.S. 2		
430	Huttoft - - N.S.	17 0 0	1841
	" "	22 0 0	1842
430	†Keal, West - - N.S. 5		
426	*Kirkby-la-Thorpe and Asgarby* Ch. of E.	103 5 0	1862
433	Kirton-in-Lindsey - N.S.	*67 0 0	1838
432	†Laceby - - N.S.	*b*	
432	†Laceby - - Wes. 2		
432	†Laceby, Stanford's Charity - - N.S. 10		
422	†Langtoft - Ch. of E. 7		
428	*Langworth in Newbold* - Ch. of E.	249 8 0	1861
426	†Leadenham - N.S. 3		
425	Leake, New - - Wes. 3	180 0 0	1852
425	Leake, New and Old - - B.S. 3	360 0 0	1857
431	Legbourne (Boys) - N.S. 4	80 15 0	1864
432	*Legsby* - - N.S.	40 0 0	1849
428	*Lincoln* - - B.S.	266 0 0	1841
428	Lincoln - - Wes. 2	1,427 0 0	1860
428	Lincoln Diocesan Practising - 12	133 17 6	1862
428	†Lincoln, Eastgate (Miss Cookson's) - N.S. 12		
428	Lincoln, North Dis. N.S. 12	397 16 0	1852
428	†Lincoln, St. Peter's, Central - - N.S. 12		
432	Lissington - - N.S. 1	160 0 0	1855
431	Louth - - N.S. 3	*75 0 0	1836
	" "	*130 0 0	1836
431	†Louth, Infants - N.S. 4		
431	Louth - - B.S. 2	450 0 0	1841
	" "	168 0 0	1856
431	Louth - - Wes. 2	629 0 0	1859
431	*Ludborough, St. Mary's* - Ch. of E.	150 0 0	1861
433	Manton - - N.S. 2	135 0 0	1857
432	Market-Rasen - N.S. 3	79 6 8	1857
431	Marsh Chapel - N.S. 1	*60 0 0	1838
434	*Marton* - - N.S.	82 0 0	1841
433	Messingham - N.S. 2	110 7 10	1854
428	†Metheringham - Wes. 3		
428	†Navenby, Girls Ch. of E. 2		
428	Nettleham - - N.S. 12	399 0 0	1859
434	†Newton-on-Trent - Par.		
432	Newton (Wold) - N.S.	40 0 0	1845
428	†Nocton - Ch. of E. 1		
422	*Northorpe* - - N.S.	48 0 0	1848
430	*Orby* - - - N.S.	*28 0 0	1837
430	†Ormsby-cum-Kelsby N.S. 4		
428	*Owmby* - - N.S. *c*	*36 0 0	1836
434	Owston - - N.S. 11	81 0 0	1842
430	Partney - - N.S. 5	220 0 0	1858
423	Pinchbeck, East - N.S. 6	140 0 0	1844
423	†Pinchbeck, West - N.S. 6		
428	*Potterhanworth* - N.S.	196 0 0	1856
428	†Repham - Ch. of E.		
431	*Reston* - - Par.	96 0 0	1859
429	†Revesby - - Par. 5		
422	†Rippingale - Ch. of E. 6		
426	Rowston - - N.S.	78 10 0	1853
426	†Ruskington - - N.S. 3		
431	*Saleby* - - N.S.	50 0 0	1846
431	Saltfleetby, Parish Day N.S.	64 0 0	1850
433	†Saxby - - N.S. 2		
428	Saxilby - - N.S.	120 0 0	1846
	" - - "	18 10 0	1849
	" - - "	41 19 3	1858
442	†Scarle, North - N.S.		
434	Scottor and Scotton N.S. 2	*100 0 0	1837
	" " - "	100 0 0	1847
	" " - "	26 0 0	1855
430	†Skegness - - N.S. 5		
428	Skellingthorpe - N.S. 1	224 8 0	1857
430	*Skendleby* - N.S.	60 0 0	1845
427	†Skillington - N.S. 3		
425	Skirbeck - - N.S. 6	190 0 0	1840
425	Skirbeck, St. Nicholas' - N.S. 3	110 5 0	1863
426	†Sleaford - - Wes. 10		
426	Sleaford, New (Alvey's Charity) - N.S. 6	154 10 0	1852
	" - - "	72 10 0	1864
426	Sleaford, Infants - N.S. 6	432 0 0	1857
432	†Snitterby - - N.S. 2		
428	*Southrow* - Ch. of E.	234 0 0	1857
423	Spalding - - N.S. 6	350 0 0	1846
	" - - "	33 6 8	1856
	" - - "	178 11 9	1860
423	Spalding - - B.S. 3	*180 0 0	1839
	" - - "	116 0 0	1858
430	Spilsby - - N.S. 5	596 0 0	1860
427	Spittlegate - - N.S. 3	50 0 0	1844
	" - - "	39 3 4	1860
427	†Spittlegate - - Wes. 10		
421	†Stamford, St. George's - - N.S. 3		
421	†Stamford, St. John's N.S. 3		
421	†Stamford, St. Michael's - - N.S. 3		
430	*Stickford* - - N.S.	93 0 0	1847
424	*Sutton, Long* - B.S.	*168 0 0	1836
424	†Sutton, Long, Girls N.S. 1		
430	†Sutton-le-Marsh - N.S. 4		
424	Sutton Bridge, St. Matthew's Ch. of E. 7	300 0 0	1859
424	*Sutton, St. Nicholas'* N.S.	84 0 0	1849
431	Swaby - - N.S.	143 0 0	1858
	" - - "	65 0 0	1861

a School given up. *b* Amalgamated with Laceby, Stanford's Charity, N.S. *c* Inspection declined.

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	LINCOLNSHIRE—*cont.*	£ s. d.	
429	Tattershall - - N.S. 2	242 12 0	1863
432	†Tealby, D'Eyncourt 2		
429	†Tetford - - N.S. 2		
429	Tetford - - Wes. 3	57 12 8	1862
431	Tetney - - Wes. 2	318 0 0	1857
431	Thoresby, North - Wes. 2	341 0 0	1856
426	Timberland - - N.S. 6	66 5 0	1850
430	*Toynton All Saints'* N.S.	100 0 0	1846
424	Tydd, St. Mary's - N.S. 7	290 0 0	1858
421	†Uffington (Earl Lindsey's) - N.S. 3		
430	Ulceby - - N.S. 11	187 2 0	1848
	" - - "	35 0 0	1860
428	Waddington - Ch. of E. 1	176 0 0	1855
430	†Wainfleet - - Wes. 2		
430	*Wainfleet, All Saints'* N.S.	351 0 0	1857
430	Wainfleet, All Saints' and Northolme, Infants - - N.S. 5	77 0 0	1860
430	†Wainfleet, St. Mary's N.S. 5		
432	Waltham - - Wes. 2	380 0 0	1858
426	Wellingore - - N.S. 3	45 0 0	1848
428	†Welton - - Par. 12		
431	Welton-le-Wold - N.S. 2	*25 0 0	1840
	" - "	275 8 0	1860
423	†Weston, St. Mary's N.S. 6		
424	*Whaplode Drove* - N.S.	50 0 0	1845
	" " - "	11 19 6	1859
429	*Wildmore Fen, Gipsey Drove* - - N.S.	216 0 0	1858
434	*Willoughton* - N.S.	56 0 0	1846
433	Winteringham - N.S. 11	80 0 0	1846
	" - "	50 0 0	1855
	" - "	38 0 0	1858
433	Winterton - - N.S. 11	*90 0 0	1840
	" - "	68 4 8	1857
433	Winterton - - Wes. 2	105 0 0	1851
	" - "	121 8 0	1861
431	Withern - - N.S. 3	81 15 0	1850
	" - "	148 10 0	1859
433	†Wooton - - N.S. 10		
433	†Wooton (Ulceby Junction) - Wes. 2		
429	†Wragby - Ch. of E. 1		
433	Wrawby - - N.S. 10	60 0 0	1842
	" - "	60 0 0	1846
	" - "	38 0 0	1856
431	*Yarburgh* - - Par.	55 15 6	1861
	MIDDLESEX.		
134	Acton - - N.S. 9	153 0 0	1853
	" - "	172 15 0	1862
134	†Acton - - Wes. 3		
9	†Agar Town, Boys - N.S. 11		
9	†Albany Street, St. Anne's - - R.C. 1		
132	†Ashford - - N.S. 5		
3	†Audley Street (North), St. Mark's N.S. 10		
3	†Audley Street (South), Grosvenor Chapel N.S. 10		
9	Baldwin's Gardens - N.S. 4	28 0 0	1848
	" - "	10 0 0	1849
9	†Baldwin's Gardens St. Bridget's - R.C. 7		
9	†Baldwin's Place, St. John's - - N.S.		

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	MIDDLESEX—*cont.*	£ s. d.	
19	*Barbican, St. Giles' (Jacob's Well Court)* - - B.S. *a*	*150 0 0	1835
	Barnabas', St.	*See* London, St. Barnabas, King's Sq.	
1	†Bayswater - - N.S. 10		
1	†Bayswater, St. Mary's - - R.C.	*b*	
132	Bedfont and Hatton N.S. 6	108 0 0	1848
	" " - "	24 15 0	1860
	" " - "	32 0 0	1864
21	Bethnal Green (Abbey Street) - B.S. 3	*750 0 0	1839
	" " " - "	497 0 0	1843
	" " " - "	200 0 0	1851
	" " " - "	271 0 0	1857
21	Bethnal Green (Castle Street), Gascoigne Place - B.S. 6	470 0 0	1841
	" " - "	100 0 0	1842
	" " - "	80 10 0	1850
	" " - "	50 0 0	1854
	" " - "	65 0 0	1861
21	†Bethnal Green (Nova Scotia Gardens) - N.S. 8		
21	*Bethnal Green, St. Andrew's* - - N.S.	395 0 0	1846
21	*Bethnal Green, St. Bartholomew's (Upper)* - - N.S.	400 0 0	1845
	" " - "	150 0 0	1856
21	Bethnal Green, St. Bartholomew's Elementary - N.S. 3	486 0 0	1856
21	Bethnal Green, St. James' the Gt. - N.S.	404 0 0	1848
	" " " - "	20 0 0	1854
21	Bethnal Green, St. James' the Less - N.S. 3	757 16 0	1860
	" " " - "	640 7 0	1861
21	Bethnal Green, St. John's - - N.S. 5	600 0 0	1843
	" " " - "	21 6 8	1859
	" " " - "	7 12 6	1860
	" " " - "	65 0 0	1861
21	Bethnal Green, St. Jude's - - N.S. 3	500 0 0	1848
21	Bethnal Green, St. Matthew's - N.S. 4	20 0 0	1845
	" " " - "	50 0 0	1849
	" " " - "	26 0 0	1858
	" " " - "	160 0 0	1861
21	Bethnal Green, St. Matthias' - - N.S. 6	494 0 0	1852
	" " " - "	4 10 0	1857
	" " " - "	39 0 0	1858
21	Bethnal Green, St. Peter's - - N.S. 4	561 13 4	1852
	" " " - "	11 16 0	1859
21	Bethnal Green, St. Philip's - - N.S. 3	636 0 0	1854
21	Bethnal Green, St. Simon Zelotes' (Bullard Street) - N.S. 3	400 0 0	1845
	" " " - "	7 17 4	1853
	" " " - "	15 6 8	1858
21	*Bethnal Green, St. Simon Zelotes' (Morpeth Street)* N.S.	400 0 0	1856

a School closed.

b Inspection withdrawn.

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	MIDDLESEX—*cont.*		
21	Bethnal Green, St. Thomas' - - N.S. 3	583 0 0	1851
	" " " - "	1 0 0	1858
21	*Bethnal Green (Twig Folly)* - - - B.S.	*250 0 0	1836
19	*Blackfriars, St. Andrew's Hill, Infant* - - N.S.	142 0 0	1847
7	†Blandford Square - R.C. 2		
7	†Blandford Square Reformatory - R.C.		
12	†Bloomsbury - - N.S. 3		
12	†Bloomsbury (Broad Street), Refuge for Girls.		
12	†Bloomsbury, Great Queen St. Refuge Bloomsbury, St. George the Martyr's (Theobald's Road) Boys N.S.	(*See* Holborn.)	
134	Brentford - - B.S. 4	*250 0 0	1834
	" - - - "	314 0 0	1860
134	Brentford (New) - N.S. 10	*90 0 0	1840
	" " - "	46 0 0	1859
	" - - - "	80 10 0	1861
134	*Brentford, Old* - N.S.	*85 0 0	1839
134	†Brentford - - R.C. 11		
14	† Britannia Court, Gray's Inn Road, Industrial -		
25	Bromley, George St. B.S. 11	*125 0 0	1839
	" " - "	10 7 0	1860
25	Bromley, St. Leonard's - - N.S. 11	17 10 0	1849
	" - - "	340 0 0	1852
25	†Bromley, St. Michael and All Angels' Boys 10		
1	Brompton - - N.S. 10	400 0 0	1842
	" - - - "	42 0 0	1848
	" - - - "	28 2 6	1858
1	†Brompton, the Oratory - - R.C. 3		
1	†Brompton, Lower Grove, Indust. - R.C.		
1	†Brompton (Marlboro' Square) - R.C. 3		
1	†Brompton, St. Martha's Reformatory R.C.		
1	†Brompton, West, St. Mary's, Juvenile and Infants - N.S. 1		
5	Buckingham Palace, Royal Mews 4	*100 0 0	1834
16	†Bunhill Row, St. Joseph's - - R.C. 5		
9	†Camden Town, Family Home - -		
9	Camden Town - N.S. 3	*100 0 0	1839
	" " - "	500 0 0	1849
	" " - "	25 9 4	1850
9	†Camden Town, (Brook Street), Ragged and Reformatory.		
134	†Central London District (Hanwell) School of Industry.		
7	†Charles Street, St. Andrew's, School of Industry.		
5	Charles Street, Drury Lane - R.C. 2	3,000 0 0	1858
14	Charterhouse, St. Mary's (Golden Lane), Free - 9	5,909 0 0	1857
16	Charterhouse, St. Thomas', Upper and Lower (Goswell Street) (Boys' Department) 2nd School, 1st Division N.S. 9		
	" " - "		
	" " - "		
	" " - "		
	" " - "		
16	Charterhouse, St. Thomas' Boy's 2nd Sch., 2nd Division 9	430 0 0	1847
		11 1 4	1849
		100 0 0	1852
16	Charterhouse, St. Thomas', Upper and Lower, (Girls' Department) - N.S. 9	1,954 13 4	1853
		939 0 0	1856
16	Charterhouse, St. Thomas', Upper and Lower, (Infant Department) N.S. 9		
16	Charterhouse, St. Thomas', Upper and Lower, (Girls' Juvenile Department) - N.S. 9		
2	Chelsea, Ch. Ch. - N.S. 1	318 0 0	1843
	" " - "	12 0 0	1847
	" " - "	112 10 0	1852
	" " - "	20 0 0	1856
2	†Chelsea, School of Discipline.		
2	†Chelsea (Sloane Street), Female Home.		
2	†Chelsea, St. Joseph's R.C. 2		
2	Chelsea, St. Jude's - N.S. 11	266 0 0	1846
	" " - "	4 13 4	1855
	" " - "	27 0 0	1856
2	†Chelsea, St. Jude's, Ragged.		
2	Chelsea, St. Luke's (Park Chapel) - N.S. 2	14 6 8	1852
2	†Chelsea, St. Luke's - Par. 2		
2	†Chelsea, St. Luke's, Infants, Markham Street - Ch. of E. 2		
2	Chelsea, St. Mark's, Practising 1	733 0 0	1854
2	†Chelsea, St. Mary's, Infants - - R.C. 3		
2	Chelsea (Upper), St. Saviour's - - N.S. 2	50 0 0	1847
	" " - "	549 10 0	1863
2	Chelsea (Upper), Trinity - - N.S. 1	*63 0 0	1837
	" " - "	106 0 0	1847
	" " - "	25 0 0	1848
	" " - "	15 10 0	1848
	" " - "	15 0 0	1851
	" " - "	12 0 0	1854
	" " - "	3 16 0	1855
134	†Chiswick, Boys and Girls - - - N.S. 9		

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	MIDDLESEX—*cont.*		
16	City Road, St. Matthew's - N.S. 12	250 0 0	1853
15	†Clerkenwell, Church of the Holy Family R.C. 11		
15	†Clerkenwell, St. Mark's - - N.S. 3		
15	‡Clerkenwell, Lamb and Flag Ragged.		
15	Clerkenwell, St. Paul's - - N.S. 7	1,083 12 0	1862
15	†Clerkenwell, Upper Rosoman Street - R.C. 11		
23	†Commercial Road, St. Patrick's and St. Augustine's - R.C. 3		
13	Covent Garden (Hart St.) - B.S. 1	*400 0 0	1839
	" " - "	41 6 8	1859
11	†Dalston Refuge for the Destitute.		
133	Drayton, West - N.S. 6	471 0 0	1860
5	Drury Lane, Crown Court - Ch. of Scot. 1	375 0 0	1849
	" " - "	125 0 0	1859
3	†Dufour's Place, St. Edward's - - R.C. 2		
134	†Ealing - - N.S. 4	*a*	
134	†Ealing - - B.S. 6		
134	†Ealing, Girls, Lady Rawlinson's Charity 4		
134	Ealing, St. Mary's and Ch. Ch., Infts. N.S. 4	179 17 6	1863
137	†Edmonton - Ch. of E. 7		
137	*Edmonton (Upper) St. James'* Ch. of E.	118 0 0	1852
137	†Enfield - - N.S. 6		
137	*Enfield* - - B.S.	*200 0 0	1840
137	†Enfield Lock (Government Factory) - 6		
137	Enfield Highway, St. James' Chapel N.S. 6	*203 0 0	1834
	- "	202 12 5	1860
137	Enfield, St. James', (Ponder's End), Infants - - N.S. 6	85 0 0	1841
137	*Enfield, Jesus Chapel (Bull's Cross)* - N.S.	75 0 0	1850
132	Feltham - - N.S. 5	30 0 0	1837
	" - - " -	91 7 6	1861
136	*Finchley* - - B.S.	60 0 0	1842
136	Finchley, Holy Trinity, National and Industrial - -	300 0 0	1848
	" " - -	200 0 0	1849
	" " - -	100 0 0	1851
	" " - -	10 0 0	1852
136	Finchley, St. Mary's N.S. 6	1,058 15 6	1855
20	Finsbury, St. James' (Curtain Road) - N.S. 2	600 0 0	1854
16	Finsbury, St. Paul's N.S. 2	365 0 0	1845
16	Finsbury, Whitecross Place, Wilson Street - - B.S.	452 0 0	1843
16	Finsbury (Wilson Street) - - Wes. *b*	20 0 0	1857
14	*Fisher Street (Red Lion Square)* - B.S.	*334 0 0	1834
9	†Fitzroy Square - B.S. *c*		
136	Friern Barnet - N.S. 7	373 10 0	1854

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	MIDDLESEX—*cont.*		
1	Fulham, All Saints' N.S. 3	150 10 0	1862
1	*Fulham, St. Mary's North End* - N.S.	142 0 0	1848
1	†Fulham, St. Thomas' R.C. 4		
12	Gate Street, Lincoln's Inn Fields R.C. 2	100 0 0	1851
23	George's, St., in the East, Ch. Ch. (Walburgh St.), Lower Ch. of E. 11	175 0 0	1844
	" " - "	1,044 18 5	1858
	" " - "	20 0 0	1860
23	George's, St., in the East, Middlesex Society's Charity, Cannon St. Road 3	776 4 0	1862
23	†George's, St., in the East, Mission Ch. of E. 5		
23	George's, St., in the East, St. Mary's (Johnson Street), Upper - - N.S. 11	1,078 0 0	1849
23	†George's, St., in the East (Pell Street) R.C. 3		
23	†George's, St., in the East, St. Matthew's N.S. 11		
12	*George, St., the Martyr (Bloomsbury)* Ch. of E.	577 5 0	1864
12	Giles', St., in the Fields, Endell St., Long Acre - N.S. 4	3,000 0 0	1861
12	†Giles', St., in the Fields, Trinity, (Parker Street, Drury Lane) - N.S.	*d*	
12	†Giles', St., in the Fields, and St. George's, Bloomsbury - - Par. 4		
9	Gordon Square, All Saints' - - N.S. 11	29 4 0	1848
	" " - "	1,902 0 0	1858
11	Hackney, St. John's, Free and Parochial 7	56 14 8	1859
11	Hackney (Pleasant Place), Infants' 7	59 16 10	1859
11	†Hackney, South (Charity) - - N.S. 10		
11	†Hackney, Trewint Industrial Home.		
11	Hackney, West - N.S. 3	*200 0 0	1838
21	†Hackney Road, Adelphi Chapel, Gloucester Street B.S. 3		
21	*Hackney Road (Ann's Place)* - - B.S.	200 0 0	1841
	" " - "	40 0 0	1845
21	Hackney Road (Weymouth Ter.) - B.S. 6	600 0 0	1841
	" " - "	85 0 0	1850
	" " - "	45 0 0	1855
	" " - "	246 19 4	1858
20	*Haggerstone (Hertford Place)* - B.S.	*50 0 0	1838
20	†Haggerstone, St. Augustines' Infts. Ch. of E. 9		
20	Haggerstone, St. Mary " - N.S. 8	*240 0 0	1839
	" " - "	114 0 0	1843

a Removed from Inspection. *b* School premises sold and building grant repaid. *c* Pension only.
d Inspection withdrawn.

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	MIDDLESEX—*cont.*		
20	Haggerstone, St. Mary's (*cont.*) - N.S. 8	20 0 0	1849
	" " - "	25 0 6	1853
20	Haggerstone, Stonebridge, All Saints' N.S. 9	407 0 0	1858
1	*Hammersmith* - B.S.	*150 0 0	1838
1	†Hammersmith, Asylum of the Good Shepherd Reformatory - - R.C.		
1	†Hammersmith, Brook Green, Blyth House Reformatory.		
1	Hammersmith, St. Mary's, Practising R.C. 2	276 0 0	1852
1	Hammersmith, St. Paul's - - N.S. 3	*120 0 0	1837
	" " - "	23 6 8	1855
1	Hammersmith, St. Peter's, Boys - N.S. 9	391 0 0	1861
1	†Hammersmith, St. Peter's, Girls - N.S. 9		
1	Hammersmith, St. John's - Ch. of E. 3	200 0 0	1853
8	Hampstead, Ch. Ch. N.S. 5	631 16 0	1856
	" " - "	137 10 0	1862
8	†Hampstead Family Home.		
8	Hampstead, St. John's - - Par. 3	1,386 0 0	1857
8	†Hampstead, St. John's Chapel (Downshire Hill) N.S. 4		
8	†Hampstead, St. Mary's - - R.C.		
8	*Hampstead (West End)* - - N.S.	110 0 0	1846
47	†Hampton, Girls - N.S.		
47	Hampton Wick - N.S. 3	30 0 0	1845
47	†Hampton Wick, Free	*a*	
134	Hanwell - - N.S. 4	829 16 0	1855
132	*Hanworth* - - N.S.	90 0 0	1848
132	*Harlington and Cranford* - - N.S.	166 0 0	1848
132	Harmondsworth - N.S. 12	75 0 0	1847
	" - "	17 3 9	1860
135	Harrow Greenhill - N.S. 6	96 0 0	1860
135	Harrow Weald - N.S. 7	305 2 0	1860
135	Harrow-on-the-Hill N.S. 5	*50 0 0	1838
	" " - "	240 0 0	1853
	" " - "	264 0 0	1855
14	†Hatton Garden, St. Andrew's - - Par. 11		
133	*Hayes Infant* - N.S.	*60 0 0	1837
133	†Hayes, Triplett's Charity - - 6		
135	Hendon - - N.S. 6	754 0 0	1858
	" - "	25 0 0	1861
135	Hendon, All Saints' (Child's Hill) Ch. of E. 6	276 0 0	1857
134	Heston (Hounslow Heath) - - N.S. 10	170 0 0	1861
134	*Heston Indust. and National*	398 12 6	1861
10	†Highbury - Wes. 11		
10	Highbury, Metropolitan Practising *b*	250 0 0	1850
	" " - -	200 0 0	1853
	MIDDLESEX—*cont.*		
10	*Highbury Vale, Christ Ch.* Ch. of E.	*80 0 0	1836
9	†Highgate - - B.S. 6		
137	†Highgate, St. Joseph's - - R.C. 1		
9	Highgate, St. Michael's - - N.S. 4	1,800 0 0	1852
	" " - "	325 0 0	1855
133	Hillingdon, Girls and Infants - N.S. 5	108 10 10	1858
133	Hillingdon and Cowley, Boys - - N.S. 5	31 6 0	1857
14	†Holborn, St. Andrew's Trinity District - - N.S. 4		
12	Holborn, St. George the Martyr's (Theobald's Road) Boys - - N.S. 3	642 0 0	1859
9	†Home and Colonial Model, Mixed - 7		
9	†Home and Colonial Infant Model - 8		
9	†Home and Colonial Practising, Lower 7		
9	†Home and Colonial Practising, Upper 7		
25	†Home in the East Reformatory.		
11	†Homerton, St. Barnabas' - - Par. 2		
11	†Homerton, Ram's, Episcopal.		
137	Hornsey - - N.S. 4	63 0 0	1848
	" - - "	20 0 0	1848
	" - - "	50 0 0	1849
134	†Hounslow, Subscription - Ch. of E. 3		
134	†Hounslow, Infants Sch. 3		
20	Hoxton, New North Road, Mintern St. Wes. 2	1,360 0 0	1856
20	Hoxton, St. John's - N.S. 4	550 0 0	1843
	" " - "	303 0 0	1848
	" " - "	20 0 0	1849
	" - "	13 6 8	1851
20	*Hoxton, Holy Trinity* Par.	656 5 0	1864
134	†Isleworth Endowed Charity - Ch. of E. 4		
134	†Isleworth, Woodlands, St. John's - N.S. 6		
134	†Isleworth, St. Mary's R.C. 4		
10	Islington, All Saints' N.S. 11	463 15 0	1853
	" - "	85 0 0	1860
10	*Islington, All Saints' District, Infant and Sunday* -	79 0 0	1843
10	Islington, Chapel of Ease - - Par. 3	30 0 0	1860
10	†Islington Reformatory.		
10	†Islington, St. Andrew's, Infant - N.S.		
10	†Islington, St. Bartholomew's - N.S. 1		
10	Islington, St. James' (Holloway) - N.S. 3	*100 0 0	1838
	" " - "	1,000 0 0	1853
	" " - "	99 7 6	1862
10	Islington, St. John's (Upper Holloway) N.S. 11	507 18 0	1859

a Inspection withdrawn.

b Inspection not desired.

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	MIDDLESEX—*cont.*		
10	†Islington, St. John's R.C. 3		
10	Islington, St. Jude's Ch. of E. 3	1,100 0 0	1857
	" " "	28 0 0	1861
10	Islington, St. Mary's N.S. 4	300 0 0	1843
	" " "	100 0 0	1850
	" " "	23 6 8	1852
	" " "	43 16 8	1857
	" " "	1,300 0 0	1860
10	†Islington, St. Matthew's - N.S. 5		
10	†Islington, St. Michael's - - N.S. 10		
10	Islington, St. Paul's N.S. 4	*216 0 0	1834
	" " "	*71 0 0	1838
10	Islington, St. Peter's N.S. 9	100 0 0	1841
	" " "	324 0 0	1852
	" " "	32 0 0	1852
	" " "	60 0 0	1860
10	Islington, St. Stephen's N.S. 1	147 0 0	1843
	" " "	17 3 4	1860
10	*Islington, St. Stephen's Infant* - N.S.	375 0 0	1860
10	†Islington, St. Thomas' N.S. 10		
10	Islington (South) and Pentonville - B.S. 6	500 0 0	1841
	" " "	53 0 0	1859
10	Islington, Trinity - N.S. 4	54 0 0	1859
10	Islington, Union Chapel (Church Street) - - B.S. 5	*200 0 0	1839
14	*John Street Chapel (Calthorpe Street)* B.S.	*500 0 0	1836
7	†John's Wood, St. - R.C. 2		
7	‡John's Wood, St., Family Home.		
7	John's Wood, St., St. John's - N.S. 4	45 9 0	1848
	" " "	20 0 0	1860
2	Kensall Green, St. John's - - N.S. 10	344 0 0	1850
	" " "	96 15 0	1852
1	*Kensington (Horton Street)* - - B.S.	*200 0 0	1836
1	Kensington and Notting Hill - - N.S. 9	22 2 6	1857
1	Kensington, St. Barnabas' (Earl St.) - Par. 10	160 0 0	1848
	" " "	127 0 0	1859
1	Kensington, Ch. Ch. (Gore Lane) - N.S.	a120 0 0	1849
1	*Kensington District (Jennings' Buildings)* - - -	241 0 0	1857
1	†Kensington, Free - 2		
1	*Kensington Gore (Park Lane)* - B.S.	*30 0 0	1838
1	*Kensington Gravel Pits* - - N.S.	130 0 0	1846
1	†Kensington (Vicar Place) - - R.C. 2		
9	Kentish Town - N.S 4	826 0 0	1849
	" " "	20 0 0	1849
135	Kenton - - N.S. 5	33 0 0	1852
8	Kilburn, St. Paul's - N.S. 6	354 0 0	1861
132	†Laleham - Ch. of E.		
24A	Limehouse - - Wes. 2	312 0 0	1848
	" - - "	15 0 0	1855
	" - - "	9 6 8	1857
	MIDDLESEX—*cont.*		
24A	Limehouse, St. Anne's - - N.S. 12	78 10 0	1857
24A	Limehouse, St. Anne's, Inft. - N.S. 12	464 0 0	1844
	" " - "	35 0 0	1849
24A	Limehouse, St. John's - - N.S. 2	704 0 0	1854
	" " - "	8 8 6	1855
7	†Lisson Grove - B.S.		
7	Lisson Grove, St. Paul's (The Bentinck) - - 3	1,923 0 0	1858
1	†Lisson Street (New Road). Destitute Girls' and Industrial Refuge.		
19	London, Aldersgate Ward (Packlington) - - N.S. 6	1,400 0 0	1860
13	†London, (HarpAlley) Farringdon St. - B.S. 6		
	‡London, Langbourne Ward - N.S.		
24A	†London, East (Johnson Street) - R.C.		
24A	†London, East (14, Red Lion Street, Wapping) Girls - R.C. 3		
19	†London, East (Shoe Black Society), Refuge and Reformatory.		
19	London, St. Barnabas, (King's Square) - N.S. 11	*250 0 0	1857
19	†London, St. Bartholomew's (Moor Lane) Ch. of E. 9		
18	†London, St. Dunstan's in the West N.S. 2		
19	†London, South-east, City, Inft. - - 12		
17	†London, Unitarian Domestic Mission (Chapel St.) - 6		
19	†London, Cripplegate within Ward - 2		
18	†London (Fox and Knot Court) - B.S. 3		
19	†London, North-west Industrial - -		
19	†London, North-west Reformatory.		
19	†London, City of, First - - 3		
19	London, City of, Second (Shoe Lane, Holborn) - 3	71 10 0	1858
19	London, City of, Fourth (Fire Ball Court, Houndsditch) - - 3	55 6 8	1858
19	†London, Tower Ward Charity - 9		
1	†Maida Hill Industrial Refuge.		
5	Martin's, St., in the Fields (Adelaide Place) - - N.S. 3	60 0	1855

a School pulled down.

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	MIDDLESEX—*cont.*	£ s. d.	
5	Martin's, St., in the Fields, Northern - N.S. 3	629 0 0	1855
	" " - "	234 1 6	1855
	" " - "	471 0	1859
7	†Mary-le-bone, All Souls', (Eastern) - N.S. 4		
7	†Mary-le-bone (Bell Street), Ragged		
7	Mary-le-bone, Central - - N.S. 5	2,500 0 0	1859
7	Mary-le-bone, Christ's Chapel - N.S. 2	*165 0 0	1837
	" " - "	25 0 0	1848
	" " - "	42 0 0	1857
7	†Mary-le-bone Ch.Ch. N.S. 2		
7	†Mary-le-bone, Ch. Ch., (Manning Place) - - N.S. 2		
7	†Mary-le-bone (Grotto Passage) Ragged.		
7	†Mary-le-bone, Hill Street, Dorset Sq., Reformatory.		
7	Mary-le-bone, Nutford Place, St. Luke's (late Diocesan) - - N.S. 4	1,465 0 0	1861
7	†Mary-le-bone, Presbyterian.		
7	†Mary-le-bone, Quebec Chapel, Girls' N.S. 3	*a*	
7	†Mary-le-bone Lane, St. James' - - R.C. 1		
7	†Mary-le-bone Road - R.C. 1		
7	†Mary-le-bone, St. Mark's - - N.S. 3		
7	†Mary-le-bone, St. Mary's, Western - N.S. 3		
7	†Mary-le-bone, St. Matthew's - N.S.		
7	†Mary-le-bone, Trinity N.S. 2		
7	†Mary-le-bone - P.U.		
14	†Metropolitan, West, Jews' (Red Lion Square) - - 1		
22	Mile End, Latimer Chapel (Bridge Street) - - B.S. 2	120 0 0	1840
22	†Mile End New Town (Church Street) - B.S. 1		
23	*Millwall* - - B.S.	252 0 0	1848
136	*Mimms, South* - N.S.	*75 0 0	1837
17	†Moorfields (Bunhill Row) - - R.C. 4		
7	†Moor Street, Edgware Road - R.C.	*c*	
137	Muswell St. James'- N.S. 7	112 10 0	1850
	" " - "	5 10 0	1858
	" " - "	47 0 0	1862
1	*Norland and Kensington Potteries* N.S.	*b*150 0 0	1843
133	Northwood - Ch. of E. 3	170 0 0	1863
1	†Notting Dale - B.S. 3		
1	Notting Hill, St. John's - Ch. of E. 9	687 0 0	1863
1	†Notting Hill, Horbury - - B.S. 2		
1	†Notting Hill, St. Francis' - - R.C.		
1	Notting Hill. St. James' - - N.S. 1	293 8 9	1863
1	Notting Hill, St. Peter's - - N.S. 2	332 13 9	1863
16	Old Street Road, St. Mark's - - N.S. 5	410 0 0	1857
25	Old Ford, St. Stephen's - - N.S. 5	384 0 0	1859
1	Paddington, All Saints' - N.S. 10	180 0 0	1852
1	Paddington Green, St. Mary's - N.S. 9	*250 0 0	1834
1	†Paddington, Harrow Road, Woodfield District - N.S. *c*		
1	Paddington Holy Trinity - - N.S. 10	618 10 0	1864
1	†Paddington, Home Reformatory.		
1	Paddington, St. James' and Ch. Ch. N.S. 2	927 0 0	1862
1	†Paddington, St. John's N.S. 1		
1	Paddington, St. Stephen's - - N.S. 2	628 0 0	1859
9	†Pancras, St. - - N.S. 4		
9	†Pancras (Old), St. - N.S. 6		
9	Pancras, St., Christ Church, Upper Albany Street - N.S. 4	*320 0 0	1838
	" " - "	33 6 8	1852
	" " - "	27 18 4	1853
	" " - "	157 16 0	1857
	" " - "	26 10 4	1858
9	*Pancras, St., Christ Church, Edward Street* - - N.S.	303 18 9	1862
9	†Pancras, St., Euston Road, Industrial Boys' Home.		
9	†Pancras, St., St. James' District. 9		
9	Pancras, St., St. John the Evangelist's - - N.S. 6	3,000 0 0	1860
9	Pancras, St., Holy Trinity - - N.S. 4	819 0 0	1851
	" " - "	182 10 0	1860
9	Pancras, St., Percy Chapel, The Russell Industrial - -	*50 0 0	1835
	" " " - -	6 10 0	1850
9	Pancras, St., Regent Square Church (Dutton Street) - N.S. 10	300 0 0	1841
	" " " - -	250 0 0	1842
	" " " - -	45 0 0	1849
	" " " - -	45 0 0	1852
9	†Pancras, St., Woburn Chapel - Epis. 9		
15	†Pentonville, Infants Ch. of E.		
15	†Pentonville, St. James - - N.S. 10		

a Now incorporated with Hampden Gurney Schools.
b School sold and proceeds of materials applied towards erection of Notting Hill, St. James', N.S.
c Inspection withdrawn—School sold.

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	MIDDLESEX—*cont.*		
3	Pimlico, St. Barnabas' N.S. 1	400 0 0	1847
	" " - "	10 0 0	1854
3	†Pimlico, Eaton Chapel N.S. 2		
3	†Pimlico, Ebury Street Mixed		
3	†Pimlico, Queen St., Mrs. Tower's Sch. 6		
3	Pimlico, St. Gabriel's N.S. 2	896 0 0	1863
3	Pimlico, St. Michael's N.S. 2	355 0 0	1850
	" " - "	708 0 0	1857
3	†Pimlico, St. Peter's N.S. 12		
25	†Poplar, All Saints - N.S. 2		
25	†Poplar and Blackwall, Free - - B.S. 4		
25	†Poplar, Hale St., - Wes. 4		
25	†Poplar (Regent St.) B.S. 7		
25	†Poplar, All Saints' (Wade Street) - R.C. 1		
7	†Portland (Riding House Street) Portland Place - B.S. 2		
7	†Portland Town, Family Home.		
7	†Portland Town, Infts. - Ch. of E. 7		
7	Portman Chapel, East Street, Marylebone - Ch. of E. 4	1,358 14 0	1861
7	†Portman Square - N.S.	*a*	
7	Portman Square, St. Thomas' - - N.S. 5	759 15 0	1863
136	†Potter's Bar - - N.S. 5		
14	Queen Street, Great Wes. 5	1,700 0 0	1861
16	Radnor Street, St. Luke's (City Road) Wes. 6	*225 0 0	1839
	" " - "	222 0 0	1843
	" " - "	24 0 0	1849
	" " - "	21 0 0	1856
	" " - "	670 0 0	1857
24A	*Ratcliff Cross, St. James'* - - N.S.	150 0 0	1841
	" " - "	100 0 0	1853
135	†Roxeth, Ch. Ch. District Sch. - 2		
133	Ruislip - Ch. of E. 7	231 5 0	1863
14	Saffron Hill, St. Peter's (Onslow Street) - - N.S. 4	187 0 0	1853
18	†Sepulchre's, St., Boys and Girls (Greenhill Rents, Cowcross) - Par. 12		
18	Sepulchre's, St. (Within) Ball's Court, Giltspur St., Snow Hill - N.S. 12	22 10 0	1848
18	†St. Sepulchre's, Girls (38, King Street, Snow Hill) N.S. 12		
1	†Shepherd's Bush St. Stephen's - Par. 3		
1	†Shepherd's Bush, St. Stephen's (Latymer Road) - N.S		
132	†Shepperton - - N.S. 6		
20	Shoreditch, St. Leonard's - - N.S. 9	125 0 0	1861
20	†Shoreditch, St. Leonard's, Infts. - N.S. 9		
20	†Shoreditch, St. Leonard's - - P.U.		
9	Somers Town - B.S. 6	320 5 0	1854
9	†Somers Town, Grenville Street - R.C. 5		
9	†Somers Town, Middlesex Street Pres. 5		
133	Southall - Ch. of E. 5	64 10 0	1852
	" -	147 19 0	1863
137	†Southgate - - N.S. 5		
20	*Spital, St. Mary's* - N.S.	642 15 0	1854
22	Spitalfields - - Par. 9	52 10 0	1859
22	†Spitalfields, Refuge for Girls.		
22	†Spitalfields, St. Ann's (Hunt Court) - R.C. 3		
22	†Spitalfields, St. Ann's (Goulston Street) R.C. 3		
22	†Spitalfields, St. Ann's (Princes Street) - - R.C.		
22	†Spitalfields (Spicer St.), Boys' Free - R.C. 3		
22	†Spitalfields (Spicer Street), Unitarian Domestic Mission 7		
22	Spitalfields (Wood Street) - - B.S. 3	400 0 0	1841
	" - "	115 13 4	1856
22	†Spitalfields " (Bell Lane), Jews' - 2		
22	†Spitalfields, King Edward's - - 3		
134	Spring Grove District N.S. 4	684 0 0	1860
132	Staines - - N.S. 5	42 10 0	1859
132	†Staines, Infant.		
135	†Stanmore, Great - N.S. 6		
1	†Starch Green - B.S.		
24A	†Stepney - P.U.		
24A	Stepney, All Saints' N.S. 9	400 0 0	1841
	" " - "	19 7 0	1861
24B	Stepney, Holy Trinity N.S. 9	350 0 0	1845
	" " - "	150 0 0	1849
	" " - "	3 15 0	1856
	" " - "	20 0 0	1857
	" " - "	11 10 0	1858
24B	Stepney, St. Paul's - N.S. 8	1,450 0 0	1860
24B	Stepney, St. Peter's N.S. 10	50 0 0	1841
24A	Stepney, St. Philip's N.S. 5	450 0 0	1845
24B	Stepney, Red Coat, Endowed - - 10	*200 0 0	1859
	" " - "	32 13 0	1849
	" " - "	46 0 0	1855
24B	†Stepney (Redman's Row), Infants - N.S. 10		
24B	Stepney, St. Thomas' N.S. 10	400 0 0	1844
	" " - "	100 0 0	1847
	" " - "	155 0 0	1848
	" " - "	6 13 4	1851
	" " - "	18 6 3	1851
	" " - "	285 0 0	1856

a Now incorporated with Hampden Gurney Schools.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	MIDDLESEX—*cont.*	£ s. d.	
11	†Stoke Newington - N.S. 11		
11	*Stoke Newington* - B.S.	*200 0 0	1838
11	†Stoke Newington Wes. 11		
135	*Sudbury-in-Harrow Industrial* Ch. of E.	75 0 0	1856
132	*Sunbury* - - B.S.	*50 0 0	1836
132	†Sunbury - - Par. 10		
47	†Teddington, Public N.S. 5		
1	†Titchborne Court, Industrial.		
137	†Tollington Park, St. Mark's and Hornsey Rise, St. Mary's - - N.S. 4		
137	Tottenham - - N.S. 7	72 0 0	1842
	" - - "	3 12 4	1849
	" - - "	79 0 0	1859
137	†Tottenham, Asylum, Girls - - B.S. 6		
137	†Tottenham, Girls - B.S. 5		
137	†Tottenham Green, Industrial - - 6		
137	Tottenham, Hanger Lane, Stamford Hill (St. Anne's Boys) or - - N.S. 6	155 0 0	1863
137	Tottenham, Hanger Lane (Hermitage), Infants - Ch. of E. 7	311 0 0	1859
137	Tottenham, High Cross, Trinity District Infant - N.S. 6	93 0 0	1848
137	†Tottenham, Lancasterian.		
137	†Tottenham Infant - Wes. 7		
137	Trent (Enfield) Ch. of E. 6	285 16 0	1859
4	†Trevor Chapel (Knightsbridge) - B.S. 12		
134	†Turnham Green, Boys - - N.S. 9		
134	Turnham Green, Infants - - N.S. 9	100 0 0	1850
134	†Turnham Green - R.C. 11		
134	Twickenham Common (Archdeacon Cambridge's) - N.S. 4	90 0 0	1842
	" " - "	45 0 0	1849
	" " - "	143 0 0	1857
134	†Twickenham Common, Infant - 4	100 0 0	1862
134	†Twickenham, Infant School - - 3		
134	†Twickenham, Montpelier - Ch. of E. 4		
134	†Twickenham - Par. 4		
133	Uxbridge - - B.S. 6	*100 0 0	1836
133	*Uxbridge Moor, St. John's* - - N.S.	94 0 0	1847
	" " - "	70 0 0	1853
1	Walham Green, or Fulham, St. John's N.S. 3	*175 0 0	1836
	" " - "	100 0 0	1847
	" " - "	261 0 0	1858
24a	†Wapping (Gravel Lane) - Wes. 5		
24a	*Wapping, St. John's* B.S.	*175 0 0	1835
135	†Wembley - Ch. of E.		
1	†Westbourne - - N.S. 2		
4	†Westminster, All Saints' Knightsbridge, - - N.S. 2		
6	†Westminster (Archbishop Tenison's) N.S.		
4	†Westminster, Blue Coat - - N.S.	*a*	
4	†Westminster Chapel, Congregational - - - 11		
4	Westminster, Ch. Ch. (Broadway) - N.S. 2	500 0 0	1847
	" " - "	35 7 0	1858
4	†Westminster, Coburg Row Ragged.		
6	Westminster, Curzon Chapel Ch. of E. 10	1,400 0 0	1862
4	†Westminster, Dacre Street Reformatory.		
13	†Westminster, Greek Street, Soho - R.C.		
3	†Westminster, St. George's (Hanover Square) United day N.S. 7		
3	†Westminster, Hanover Square, St. George's District - N.S. 7		
4	Westminster, Holy Trinity (Vauxhall Bridge Road) - Ch. of E. 3	445 1 3	1865
4	†Westminster, National Society's Central - N.S.	*b*	
4	†Westminster, Old Pye Street, Ragged.		
13	Westminster, Soho, St. Anne's - - N.S. 2	43 3 4	1859
13	†Westminster, St. Clement Danes' - N.S. 3		
3	†Westminster, St. Edward's - - R.C. 4		
6	†Westminster, St. James', Marshall Street - - N.S. 1		
6	Westminster, St. James' Offertory Sch., Swallow St., Piccadilly - - - 1	*50 0 0	1839
6	Westminster, St. Luke's (Berwick Street) - - N.S. 1	*250 0 0	1839
4	Westminster, St. John's (Tufton Street) - - - N.S. 2	*600 0 0	1835
4	Westminster, St. Margaret's (Tothill Street) Ch. of E. 2	1,104 0 0	1861
4	Westminster, St. Matthew's (Great Peter Street) - N.S. 3	2,381 0 0	1859
4	Westminster, St. Mary's - - R.C. 2	1,000 0 0	1858
13	†Westminster, St. Mary the Virgin's (Soho) - Ch. of E.		
3	†Westminster, St. Paul's (Knightsbridge) - - Par. 12		

a Inspection withdrawn. *b* Children transferred to St. Margaret's New Schools in Tothill Street.

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	MIDDLESEX—*cont.*		
4	†Westminster, St. Stephen's (Rochester Row) - N.S. 3		
4	Westminster, St. Mary's (Vincent Square) N.S. 3	736 0 0	1850
	" " - -	6 15 0	1857
5	†Westminster, South Molton Lane - R.C. 4		
13	†Westminster, Tudor Place, Tottenham Ct. Road (Soho) - R.C. 2		
4	Westminster, Wesleyan Practising - 11	2,500 0 0	1852
	" " - -	150 0 0	1855
136	Whetstone, St. John's N.S.	80 18 9	1863
22	†Whitechapel - P.U.		
22	†Whitechapel Probationary Refuge.		
22	†Whitechapel Refuge, Industrial		
22	Whitechapel, St. Mark's - N.S. 11	200 0 0	1842
	" "	204 0 0	1845
22	†Whitechapel, St. Mark's, Mixed - 11		
22	Whitechapel, St. Jude's - N.S. 2	302 0 0	1847
22	†Whitechapel Society's N.S. 3		
	Whitecross Place (Wilson Street,) *See* Finsbury.		
2	Whitelands, Lower, Practising - - 11	*a* 600 0 0	1856
2	†Whitelands, Upper, Model - - 11		
134	Whitton Industrial Ch. of E. 4	397 10 4	1853
135	*Willesden* - Ch. of E.	250 0 0	1858
137	Winchmore Hill - N.S. 5	790 0 0	1860
23	*Wycliffe Chapel, Philpot Street, Commercial Road* B.S.	*150 0 0	1835
133	*Yeading* - - N.S.	17 15 0	1860
	MONMOUTHSHIRE.		
578	Abergavenny - N.S. 10	350 0 0	1849
578	†Aberyavenny, Our Lady and St. Michael's - - R.C. 6		
579	Abersychan Works N.S. 9	1,825 0 0	1860
579	†Abersychan - - R.C. 5		
578B	Abertillery - - N.S. 10	588 0 0	1856
578B	†Abertillery - - B.S. 10		
580	Blackwood - - B.S. 10	224 0 0	1846
	" - - "	53 6 8	1857
578	Blaenafon Endowed 9	155 0 0	1861
578	Blaenafon, Infant - N.S. 9	115 0 0	1849
578B	†Blaina, Infant - N.S.		
578B	†Blaina - - B.S. 10		
576	†Chapel Hill and Tintern Parva - N.S.		
576	Chepstow - - N.S. 10	*64 0 0	1836
	" - - "	40 0 0	1858
576	*Chepstow Infants* - N.S.	150 0 0	1853
580	Court-y-bella - N.S. 10	700 0 0	1842
579	Crumlin and Llanhileth - - N.S.	120 0 0	1846
	" " - "	75 0 0	1848
	" " - "	123 15 0	1864
	MONMOUTHSHIRE—*cont.*		
578	†Cwmbran - - B.S. 11		
578	Cwmbran - - N.S. 10	538 0 0	1860
578	*Cwmyoy* - - N.S.	140 0 0	1858
578B	†Ebbw Vale Works - B.S. 10		
578B	†Ebbw Vale, Victoria B.S. 10		
578	†Garn, Infant - 10		
578	†Govilon - - B.S. 11		
579	*Goytrey* - - N.S.	65 0 0	1852
	" - - "	74 0 0	1854
348	†Grosmont, Endowed.		
578	Llanarth - - N.S. 10	*50 0 0	1837
	" - - "	181 0 0	1859
580	*Llandevaud* - Ch. of E.	59 0 0	1857
578A	Llanellen - - N.S. 10	148 15 0	1863
578	*Llangattock, Lingoed (James Davies')* - N.S.	45 0 0	1848
579	†Llangibby Ch. of E. 7		
580	†Llantarnan - - B.S. 11		
579	*Llantrissent* - N.S.	85 0 0	1849
578	Llanwenarth - N.S. 10	50 0 0	1844
	" - - "	6 3 6	1858
	" - - "	86 16 6	1862
580	Magor - - N.S. 10	203 0 0	1858
579	Mamhilad and Llanvihangel - - N.S. 7	158 0 0	1858
580	*Marshfield* - - N.S.	233 0 0	1860
577	*Monmouth* - - N.S.	370 13 4	1856
578B	†Nantyglo - - N.S. 9		
589	Newport-on-Usk - N.S. 9	*275 0 0	1840
	" " - "	46 0 0	1855
	" " - "	87 5 0	1858
580	*Newport-on-Usk* - B.S.	*75 0 0	1836
580	Newport-on-Usk, Infants - - R.C 6	520 0 0	1857
580	†Newport-on-Usk, St. Mary's - R.C. 6		
	Panteg, Sebastopol Wern - - N.S.	382 4 0	1863
580	†Pillgwenlly, Boys' - N.S. *b*		
580	†Pillgwenlly, Trinity, Boys and Girls - 10		
579	Pontnewynydd - N.S. 10	300 0 0	1846
	" - "	38 14 0	1854
	" - "	12 13 8	1855
	" - "	14 0 0	1857
578B	†Pontygof, Girls - B.S. 10		
579	Pontymoile - - N.S. 9	843 0 0	1860
579	Pontypool, Charity N.S. 10	*114 0 0	1840
	" " - "	121 15 10	1852
	" " - "	120 0 0	1860
579	†Pontypool, St. Alban's R.C. 7		
577	†Raglan - - N.S. 10		
578	†Rhymney Iron Works B.S. 5		
578	†Rhymney Iron Works N.S. 9		
578	†Rhymney Lower - B.S. 5		
580	†Risca - - B.S. 10		
577	†Rockfield - - N.S.		
576	†Shirenewton - Ch. of E.		
576	Shirenewton, Earlswood Common Ch. of E.	244 0 0	1861
578B	†Sirhowy - - B.S. 10		
577	*Skenfreth* - - N.S.	24 0 0	1843
	" - - "	21 0 0	1851
576	*Tintern Abbey* - N.S.	*70 0 0	1840
578B	†Tredegar, New - B.S. 5		
580	†Tydee Tin Works - B.S. 10		

a This grant includes the School for "Upper Model."
b Merged into Pillgwenlly Trinity Boys and Girls.

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	MONMOUTHSHIRE—*cont.*		
579	‡Usk (Roger Edward's) Endowed.		
579	†Usk, Elementary - B.S. 11		
	NORFOLK.		
237	Acle - - Par. 11	56 10 6	1862
239	*Alburgh* - - N.S.	75 0 0	1848
238	*Aldeby* - - N.S.	36 0 0	1841
245	Ashwicken and Leziate N.S.	181 0 0	1856
232	Aylsham - - N.S.	175 0 0	1849
230	Bacton - - N.S. 7	179 0 0	1860
	" - - "	65 0 0	1863
240	†Banham Rectory - N.S. 3		
235	Barnham Broom - N.S. 1	66 10 0	1842
	" " - "	29 16 0	1860
237	*Beighton* - N.S.	100 0 0	1857
238	†Bergh Apton - N.S. 10		
245	*Bilney, West* - N.S.	*70 0 0	1834
243	†Binham, Mixed - 7		
243	†Blakeney - - N.S. 7		
248	†Bradenham, East - N.S.		
248	Bradenham, West District - - N.S.	382 8 0	1854
	" " - "	240 0 0	1856
	" " - "	17 10 0	1858
244	Brancaster - - Par. 6	158 18 9	1864
242	Brisley - - N.S.	50 0 0	1844
	" - - "	22 0 0	1847
	" - - "	16 0 0	1859
231	*Briston* - - N.S.	65 0 0	1845
239	Brockdish - - N.S. 11	34 0 0	1845
238	*Brooke* - - N.S.	*80 0 0	1838
240	†Buckenham, New - N.S. 4		
244	Burnham, Westgate N.S. 7	320 0 0	1851
232	†Buxton, Mixed - B.S. 4		
229	Caister - - Par. 11	100 0 0	1850
	" - - "	41 0 0	1858
229	*Caister, Infants'* -	*29 0 0	1834
241	Carbrooke - - N.S. 5	32 0 0	1860
235	†Carleton, Forehoe - N.S. 2		
239	†Carleton, Rode - N.S. 2		
245	*Castle Acre* - N.S.	72 7 0	1840
245	†Castle Rising - N.S. 6		
241	†Caston - - N.S. 5		
230	*Catfield* - - N.S.	63 0 0	1854
233	Catton (New) Ch. of E. 10	216 0 0	1860
238	Chedgrave - - N.S. 11	50 0 0	1844
	" - - "	236 0 0	1858
238	*Claxton and Hellington* - N.S.	45 0 0	1848
193	Clenchwarton - N.S. 6	73 0 0	1846
231	Cley (next the Sea) B.S. 4	288 0 0	1860
232	*Coltishall* - - N.S.	100 0 0	1847
235	Colton - - N.S. 2	105 0 0	1855
235	Costessy - - B.S.	*65 0 0	1837
235	*Costessy* - - N.S.	*50 0 0	1836
244	†Creake, North - N.S. 7		
244	*Creake, South, Charity* N.S.	121 0 0	1860
243	*Croxton* - - N.S.	50 0 0	1847
239	Denton - - N.S. 10	64 10 0	1841
	" - - "	25 0 0	1856
239	†Denton - - B.S. 5		
235	Deopham - - N.S. 10	16 5 0	1861
242	Dereham, East - B.S.	190 0 0	1841
	" " - "	30 0 0	1843
242	Dereham, East - N.S. 7	140 0 0	1841
	" " - "	27 6 0	1859
	" " - "	21 0 0	1861

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	NORFOLK—*cont.*		
247	†Dereham, West - N.S. 5		
239	Diss - - - B.S. 4	285 8 0	1861
239	Diss - - - N.S. 11	107 17 5	1848
	" - - "	78 17 7	1863
238	Ditchingham - N.S. 10	*50 0 0	1840
	" - "	50 0 0	1846
	" - "	31 0 0	1852
	" - "	4 15 0	1860
244	Docking - - Par. 6	400 0 0	1861
247	Downham Market - N.S.	162 10 0	1842
	" " - "	17 17 0	1852
	" - "	24 0 0	1857
242	‡Dunham, Little - N.S.		
231	†Edgefield - - N.S. 7		
242	Elmham, North - N.S. 7	*30 0 0	1838
193	Emneth - - N.S. 5	259 0 0	1860
243	Fakenham - - N.S. 7	200 0 0	1849
	" - - "	135 0 4	1854
243	*Fakenham* - - B.S.	183 0 0	1845
	" - - "	120 0 0	1848
247	Fincham - - N.S. 5	120 0 0	1849
	" - - "	14 0 0	1861
	" - - "	19 10 9	1864
239	†Forncett, St. Mary's N.S. 11		
239	Forncett, St. Peter's N.S. 10	99 0 0	1848
	" " "	3 10 10	1857
232	*Foulsham and Bintry* - - N.S.	*90 0 0	1838
236	*Framingham, Earl* N.S.	60 0 0	1841
	" " "	32 0 0	1855
237	*Freethorpe and Wickhampton* - - N.S.	75 0 0	1848
239	Fritton and Morningthorpe - - N.S. 4	45 0 0	1842
245	*Gayton* - - N.S.	73 13 4	1852
245	Gaywood - - N.S. 6	154 0 0	1856
	" - - "	77 0 0	1859
238	†Geldestone - - B.S. 4		
238	*Geldestone* - - N.S.	*26 0 0	1835
248	*Gooderstone* - N.S.	60 0 0	1846
232	†Hackford and Whitwell - - Par. 7		
237	Halvergate - - N.S. 10	202 8 9	1855
230	Happisburgh - N.S. 7	254 0 0	1861
245	*Harpley* - - N.S.	62 0 0	1846
230	Heigham (Potter) - N.S. 4	79 0 0	1846
234	*Heigham* - - N.S.	280 0 0	1849
239	*Hempnall* - - N.S.	150 0 0	1848
236	Hethersett - - N.S. 4	280 4 0	1861
247	*Hilgay* - - N.S.	*75 0 0	1838
245	†Hillington - - Par. 6		
232	*Hindolveston* - N.S.	75 0 0	1847
243	*Hindringham* - N.S.	55 0 0	1845
235	Hingham - - N.S. 5	51 10 0	1842
	" - - "	16 5 0	1860
	" - - "	7 3 6	1861
242	†Hockering - Ch. of E. 12		
249	Hockwold-cum-Wilton N.S. 3	62 10 0	1841
	" " "	41 16 8	1855
243	†Holkham - - N.S. 7		
248	‡Holme Hale - N.S.		
231	Holt - - - N.S. 7	100 0 0	1843
	" - - "	38 16 8	1859
231	†Holt - - B.S. 4		
242	‡Horningham and East Tuddenham N.S. *a*		
244	†Ingoldesthorpe - Par.		

a Inspection declined.

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	NORFOLK—*cont.*		
234	†Lakenham, Infants' 4		
234	Lakenham, St. Mark's N.S. 11	150 0 0	1848
	" " "	110 1 4	1853
	" " "	19 6 4	1855
	" " "	160 0 0	1858
	" " "	55 12 6	1863
243	‡Langham Episcopal.		
238	†Langley - - N.S. 11		
242	†Litcham - - N.S. 5		
238	†Loddon (Public) - N.S. 11		
240	†Lopham, North - Wes. 4		
240	†Lopham, South Ch. of E. 4		
242	†Lyng Ch. of E. 7		
246	Lynn, St. John's - N.S. 6	47 10 0	1849
	" " - "	598 13 4	1854
246	Lynn, King's - B.S. 4	261 10 0	1842
	" " - "	200 0 0	1847
	" " - "	38 0 0	1855
246	†Lynn, North End, Infants - - N.S. 6		
246	Lynn, St. Margaret's N.S. 6	441 15 0	1850
	" " "	88 10 0	1853
	" " "	102 0 0	1857
246	Lynn, South, All Saints' - - N.S. 6	95 0 0	1843
	" " "	72 3 4	1852
	" " "	35 0 0	1854
	" " "	292 10 0	1858
247	*Marham* - - N.S.	53 0 0	1843
232	†Marsham Reformatory.		
193	*Marshland Smeeth* N.S.	200 0 0	1858
229	‡Martham - - N.S.		
245	*Massingham* - N.S. *a*	*50 0 0	1837
236	†Melton, Great Ch. of E. 4		
245	Middleton (near King's Lynn) - N.S. 6	288 16 0	1862
242	*Mileham* - - N.S.	*50 0 0	1835
242	†Mitford and Launditch - - P.U.		
234	†Norwich, Alderman Norman's Endowed - 2		
234	†Norwich (Miss Martineau's Female Industrial).		
224	Norwich, Model, Boys N.S. 11	185 0 0	1851
224	†Norwich, Model, Girls N.S. 11		
234	†Norwich, Model, Infants - - - 11		
234	Norwich, New City (Union Place, Higham) - B.S. 4	*100 0 0	1840
	" " "	50 0 0	1848
	" " "	11 4 3	1859
234	†Norwich, Octagon Chapel - - B.S. 4		
234	‡Norwich, St. Augustine's - - N.S.		
234	Norwich, St. Giles' Ch. of E. 2	354 0 0	1862
234	†Norwich, St. James' N.S. 2		
234	Norwich, St. John de Sepulchre, Infants - - N.S. 2	192 0 0	1860
234	Norwich, St. Julian's N.S. 2	106 19 6	1864
234	†Norwich, St. Lawrence's, District - N.S. 2		
234	Norwich, St. Martin-at-Oak - - N.S. 11	340 0 0	1846
	" " "	24 0 0	1856
234	†Norwich, St. Martin-at-Palace - - N.S. 2		
234	*Norwich, St. Miles', Sadd's Yard* - B.S.	60 0 0	1849
234	†Norwich, St. Saviour's N.S. 2		
234	†Norwich, St. Stephen's N.S. 10		
234	*Norwich, St. Swithin's* N.S.	45 0 0	1842
234	Norwich, Willow Lane R.C. 7	283 0 0	1860
229	*Ormesby* - - N.S.	83 0 0	1851
193	Outwell - - N.S. 5	225 0 0	1848
	" - - "	71 5 0	1855
234	*Pockthorpe, St. James'* N.S.	82 0 0	1845
	" " "	262 0 0	1858
239	*Pulham, St Mary Magdalen's* - N.S.	132 0 0	1852
239	Redenhall - - N.S. 10	112 10 0	1849
237	Reedham - - N.S. 10	50 0 0	1845
	" - - "	11 4 0	1855
	" - - "	16 10 0	1861
232	†Reepham, St. Mary's N.S. 7		
230	Ridlington and East Ruston - - N.S.	37 0 0	1846
241	Rockland, All Saints' N.S.	35 0 0	1853
236	*Rockland, St. Mary's* - - N.S.	36 0 0	1841
240	†Roydon - Ch. of E. 4		
244	Rudham (East and West) - Ch. of E. 6	384 0 0	1860
247	*Runcton and Holme* N.S.	40 0 0	1840
245	†Runcton, North - N.S. 5		
229	Runham and Thrigby N.S.	216 0 0	1856
231	†Runton - - N.S.	*a*	
239	Rushall - - N.S. 10	174 0 0	1860
243	†Ryburgh, Great - N.S. 7		
248	*Saham Toney* - N.S.	*35 0 0	1837
233	*Salhouse* - - N.S.	60 0 0	1845
236	†Saxlingham Thorpe and Saxlingham Nethergate Ch. of E. 11		
239	†Scole - - - Par. 3		
232	*Scottow* - Ch. of E.	119 0 0	1860
243	Sculthorpe - - N.S. 7	62 0 0	1841
	" - - "	29 0 0	1859
	" - - "	27 16 6	1863
244	†Sedgeford - Ch. of E. 6		
231	‡Sheringham - N.S.		
247	*Southery* - - N.S.	60 0 0	1844
237	*Southwood and Limpenhoe* - - N.S.	26 10 0	1851
239	†Starston - - N.S. 10		
243	Stibbard - - N.S. 7	143 10 0	1858
243	‡Stiffkey - - N.S.		
236	*Surlingham* - N.S.	*20 0 0	1838
230	‡Swafield - - N.S.		
248	Swaffham - - N.S. 5	*160 0 0	1839
242	Swanton Morley - N.S.	120 0 0	1852
244	†Syderstone - - N.S. 7		
243	*Tatterset with Tatterford* - - N.S.	237 0 0	1858
233	Taverham - - N.S.	70 0 0	1852

a Inspection declined.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	NORFOLK—*cont.*		
193	Terrington, St. Clement's - N.S. 5	70 0 0	1844
	" " - "	14 0 0	1857
	" " - "	98 5 0	1862
249	Thetford - - B.S. 4	*75 0 0	1836
249	Thetford - - N.S. 3	40 4 0	1859
244	†Thornham - - N.S. 6		
234	*Thorpe* - - N.S.	41 0 0	1841
239	*Thorpe Abbott's* - N.S.	46 0 0	1862
234	Thorpe, Hamlet, St. Mathew's - N.S. 12	209 0 10	1854
	" " - "	46 0 0	1858
	" " - "	218 17 6	1864
238	*Thurlton* - - N.S.	37 0 0	1849
193	Tilney, All Saints' - N.S. 2	130 0 0	1845
	" - "	16 9 0	1859
242	†Tittleshall" - Ch. of E. 7		
238	*Toprcroft* - - N.S.	54 0 0	1848
236	Trowse Newton - N.S.	70 0 0	1846
231	Trunch - - N.S.	52 0 0	1853
193	*Walpole, St. Andrew's* - N.S.	93 0 0	1849
231	Walsham, North - N.S. 7	187 0 0	1846
251	†Walsham, North - B.S. 4		
243	Walsingham, Little N.S. 7	3 18 0	1851
	" " - "	7 0 0	1854
	" " - "	21 0 0	1854
	" " - "	5 5 0	1855
193	Walsoken - - N.S. 5	280 0 0	1858
193	Walton, West - N.S. 2	76 0 0	1844
241	Watton - - N.S. 11	83 0 0	1842
	" - "	45 17 0	1860
242	Weasenham - N.S. 6	349 0 0	1860
235	*Welborne* - - N.S.	42 0 0	1847
243	Wells - - B.S. 4	90 7 9	1861
235	†Wicklewood - - N.S.		
247	*Wiggenhall* - N.S.	65 0 0	1842
245	*Winch, East* - N.S.	50 0 0	1843
245	*Winch, West* - N.S.	*32 0 0	1838
240	Winfarthing Ch. of E. 4	124 16 0	1855
229	Winterton - - N.S. 4	169 0 0	1849
	" - "	102 14 6	1856
230	Worstead - - N.S.	80 0 0	1845
	" - "	141 15 0	1854
239	†Wortwell - - N.S. 10		
235	Wymondham - N.S. 3	15 12 0	1858
228	Yarmouth, Great - B.S. 4	35 10 0	1856
	" " - "	61 18 0	1860
228	‡Yarmouth, Great, Blue Coat. -		
228	†Yarmouth, Gt., Charity - Ch. of E. 12		
228	Yarmouth, Great, St. John's, Infants - 12	300 0 0	1860
228	Yarmouth, Great, St. Nicholas' - N.S. 4	720 10 0	1853
	" " - "	120 0 0	1859
228	Yarmouth, Great, St. Peter's - - N.S. 4	526 0 0	1851
242	*Yaxham* - - N.S.	60 0 0	1844
	" - "	32 0 0	1850
	NORTHAMPTONSHIRE.		
105	†Abthorpe - Ch. of E. 11		
163	Banbury (South), Ch. Ch. - Ch. of E. 11	620 0 0	1862
421	†Barnack - - N.S. 2		
165	†Blisworth, Endowed - 11		
	NORTHAMPTONSHIRE—*cont.*		
164	†Brackley - - Wes. 5		
167	†Brafield-on-the-Green - - N.S. 11	90 0 0	1847
169	Braunston - - N.S. 11	38 17 6	1864
	" - "	*25 0 0	1857
400	*Braybrooke* - N.S.		
173	†Brigstock - - B.S. 5		
170	†Brington, Great - N.S. 12		
172	†Broughton - - N.S.		
168	Bugbrooke - - N.S. 11	125 0 0	1845
	" - "	27 0 0	1846
	" - "	31 0 0	1858
172	Burton Latimer, Endowed and Infant Free - - - 1	80 0 0	1852
	" - - -	100 0 0	1860
169	†Byfield - " Ch. of E. 11		
175	†Castor - - - 2		
175	†Castor, Infant Ch. of E. 2		
163	†Chipping Warden - N.S.		
167	*Cogenhoe* - - N.S.	45 0 0	1843
172	†Corby - - B.S. 5		
166	*Cosgrove* - - N.S.	90 0 0	1845
172	Cottingham-cum-Middleton - N.S. 3	183 0 0	1857
170	Creaton, Great - N.S. 10	100 0 0	1845
172	†Cranford - - N.S. 1		
401	Crick, Boys - - N.S. 10	60 0 0	1848
	" - "	20 0 0	1860
401	*Crick, Girls and Infants* - - N.S.	60 0 0	1847
164	†Croughton - Ch. of E. 11		
164	‡Culworth - - N.S.		
168	*Dallington* - - N.S.	52 0 0	1842
169	†Daventry - - B.S. 5		
172	Desborough - - N.S.	47 0 0	1844
171	†Earl's Barton-Wickliffe - - B.S. 5		
164	†Evenly - - - a		
164	Eydon - - N.S. 11	25 0 0	1859
175	Eye - - N.S. 2	324 7 6	1857
171	Finedon, Endowed Free 1	70 0 0	1854
	" " -	27 0 0	1863
171	Finedon, Endowed, Girls and Infants - 1	18 10 0	1863
165	Gayton - - N.S. 11	56 0 0	1846
	" - "	9 18 10	1863
175	*Glinton with Peakirk* - N.S.	110 0 0	1845
173	*Hargrave* - Ch. of E.	123 12 0	1858
170	†Harleston - - N.S. 12		
168	†Harpole - - N.S. 12		
171	*Harrowden, Little, Endowed* - - -	70 0 0	1851
	" " -	179 0 0	1858
164	*Helmdon* - - N.S.	176 0 0	1856
175	†Helpstone - - Par. 2		
171	*Irchester* - - N.S.	120 0 0	1849
173	Islip - Ch. of E. 1	147 12 0	1861
172	*Kettering* - - B.S.	*250 0 0	1835
172	†Kettering - - N.S. 1		
172	Kettering (North End) - Ch. of E. 1	318 0 0	1860
401	Kilsby - - N.S.	*30 0 0	1839
164	King's Sutton - N.S. 11	180 0 0	1847
	" - "	18 14 8	1859
168	Kingsthorpe - N.S.	85 0 0	1841
168	†Kislingbury - N.S. 12		
174	†Lilford, Mixed - - 2		

a Inspection declined.

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	NORTHAMPTONSHIRE—*cont.*	£ s. d.	
165	†Litchborough Ch. of E. 11		
172	†Loddington Ch. of E. 1		
173	†Lowick Charity - - 1		
163	Middleton Cheney - N.S. 11	679 10 0	1859
167	†Milton - - N.S. 11		
170	Moulton and Overstone - - N.S. 11	110 0 0	1843
	" " - "	16 12 0	1859
170	Naseby - - N.S.	92 0 0	1846
174	†Nassington and Yarwell Ch. of E. 2		
168	Northampton - B.S. 5	550 0 0	1846
168	Northampton, All Saints' - - N.S. 10	*316 0 0	1840
	" " - "	117 15 0	1849
	" " - "	825 0 0	1855
168	†Northampton, All Saints' (South Quarter), Infants N.S. 10		
168	†Northampton, Blue Coat.		
168	Northampton, St. Andrew's - - N.S. 10	474 0 0	1859
168	Northampton, St. Edmund's - N.S. 10	436 0 0	1858
168	Northampton, St. Giles' - - Par. 10	48 0 8	1857
	" " - "	583 0 0	1862
168	Northampton, St. Katherine's - N.S. 10	230 0 0	1845
	" " - "	7 0 0	1849
168	Northampton, St. Peter's - - N.S. 10	276 0 0	1856
168	Northampton, St. Sepulchre's - N.S. 10	420 0 0	1846
	" " - "	40 0 0	1850
168	†Northampton, Society's Reformatory.		
168	†Northampton Infant Wes. 5		
171	*Orlingbury* - - N.S.	103 0 0	1847
174	Oundle - - N.S. 1	133 0 0	1842
	" - - "	58 0 0	1844
	" - - "	53 0 0	1855
174	†Oundle - - B.S. 5		
175	†Paston - - N.S. 2		
175	Peterborough - B.S. 5	610 0 0	1859
175	*Peterborough, British, Sunday* - - -	*150 0 0	1837
175	†Peterborough, Boys N.S. 2		
175	Peterborough, Girls N.S. 2	31 0 0	1855
175	Peterborough, Infants - - N.S. 2	219 15 0	1851
	" - - "	45 0 0	1859
175	†Peterborough, New England St. Mark's N.S. 2		
175	Peterborough Practising - - - 2	366 0 0	1859
175	Peterborough, St. John the Baptist, Ch. of E. 2	539 2 0	1860
167	†Piddington - - N.S. 11		
170	*Pitsford* - - N.S.	52 10 0	1844
172	*Pytchley, Endowed* Ch. of E.	163 10 6	1857
173	Raunds - - N.S. 1	372 0 0	1860
173	Raunds - - Wes. 5	429 0 0	1862
420	†Rockingham - N.S. 3		

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	NORTHAMPTONSHIRE—*cont.*	£ s. d.	
172	Rothwell - - B.S. 5	*100 0 0	1835
409	*Sibbertoft* - - N.S.	60 0 0	1848
165	‡Silverstone - N.S.		
165	†Silverstone - Wes. 5		
170	†Spratton - - N.S.		
421	†Stamford Baron, St. Martin's - - N.S. 3		
173	Stanwick - - N.S. 1	*54 0 0	1840
	" - - "	4 15 0	1864
421	†Thornhaugh - N.S. 2		
173	Thrapstone - - N.S. 1	112 10 0	1851
173	†Thrapstone - - -		
173	Titchmarsh - - N.S. 2	120 0 0	1843
	" - - "	6 0 0	1851
	" - - "	21 4 6	1863
165	Towcester - - N.S. 11	213 15 0	1851
165	†Wappenham - N.S. 10		
169	†Watford, Mixed - N.S. 12		
169	Weedon Bec - N.S. 11	200 2 6	1861
165	*Weedon (Lois)* - N.S.	96 0 0	1848
408	Welford and Sulby, Endowed - - 3	79 10 0	1852
	" " - "	71 3 0	1862
171	Wellingborough, Freeman's Endowed - - 1	496 0 0	1860
164	*Whitfield* - - N.S. *a*	*25 0 0	1838
409	*Wilbarston* - - N.S.	33 0 0	1846
173	†Woodford, near Thrapstone Ch. of E. 2		
169	†Woodford-cum-Membris, near Daventry Ch. of E. 11		
167	*Wootton* - - N.S.	*46 0 0	1839
	NORTHUMBERLAND.		
559	†Acklington - - N.S. 2		
555	†Acomb, Township Ch. of E.		
555	Allenheads - - N.S.	*b* 50 0 0	1840
555	Allenheads, St. Peter's - - N.S.	30 0 0	1847
559	†Alnwick - - B.S.	*c*	
559	Alnwick - - N.S. 12	315 0 0	1850
	" - - "	100 0 0	1855
559	†Alnwick (Duke of Northumberland's) - - N.S. *a*		
559	†Alnwick, Endowed Corporation Upper *a*		
559	†Alnwick Corporation (Lower) S. - *a*		
559	*Alnwick Infant* - B.S.	127 0 0	1840
559	†Alnwick, St John's - R.C. 2		
561	Ancroft - - N.S. 1	311 0 0	1859
555	†Anick - Ch. of E.	*a*	
553	†Backworth Colliery - 2		
557	†Bavington, Great - Pres. 3		
558	Bedlington Ch. of E. 2	332 0 0	1859
560	*Belford* - - N.S.	*58 0 0	1837
560	†Belford - - Pres. 3		
557	Bellingham, Endowed Free - - 1	98 5 0	1852
	" " - -	15 0 0	1857
552	†Benwell, Village Ch. of E. 4		
561	Berwick-upon-Tweed B.S. 3	694 0 0	1860
561	Berwick-upon-Tweed, Infants - - B.S. 3	70 0 0	1841
	" " - "	34 3 6	1858
561	†Berwick-upon-Tweed P.U.		

a Inspection withdrawn. *b* This school is pulled down. *c* Now a private adventure school.

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	NORTHUMBERLAND—*cont.*		
561	Berwick-upon-Tweed, Boys, Charity - 7	100 0 0	1859
561	Berwick-upon-Tweed, Girls, Charity Ch. of E. 7	618 0 0	1857
561	Berwick-upon-Tweed Infants - - N.S. 7	124 5 0	1864
561	†Berwick-upon-Tweed, St. Cuthbert's - R.C. 2		
561	†Berwick-upon-Tweed, English Presbyterian.		
557	†Birtley - - N.S. 12		
556	†Blenkinsopp Ch. of E. 4		
553	†Blyth, English - Pres. 3		
562	†Branton, Eng. Presbyterian - - - 3		
563	†Brenckburne Ch. of E. 1		
555	Broomhaugh, Village N.S. 4	35 0 0	1857
553	†Burradon Colliery, Day and Evening - - 6		
552	Byker, St. Anthony N.S. 11	232 17 6	
558	†Cambo - - N.S. 2		
562	†Chatton - - N.S. 2		
562	*Chillingham* - N.S.	*45 0 0	1835
555	‡Colwell - - R.C.		
555	Corbridge - - N.S. 4	*45 0 0	1835
	" - - "	412 0 0	1856
561	Cornhill - - N.S. 1	*40 0 0	1838
	" - - "	93 4 0	1861
562	Crookham - - N.S. 2	*104 10 0	1842
562	†Crookham - - Pres. 3		
554	†Dalton, Village Ch. of E. 2		
553	†Earsdon - - N.S. 2		
563	Elsdon - - N.S.	*a*35 0 0	1836
552	Elswick High, St. Paul's - - N.S. 10	943 18 0	1863
557	†Falstone - - B.S. 5		
556	†Featherstone Ch. of E.	*b*	
562	†Ford Ch. of E. and Pres. 2		
559	†Glanton - - Pres. 3		
554	Gosforth - - N.S. 3	422 2 0	1861
554	†Gosforth (North) Ch. of E. 5		
563	*Harbottle* - - N.S.	*36 0 0	1836
558	Hartburn - - N.S.	85 0 0	1844
554	Heddon-on-the-Wall N.S. 3	200 0 0	1854
555	†Hedley - - N.S. 4		
555	†Hexham, St. Mary's R.C. 6		
555	Hexham, Subscription - - - 4	550 0 0	1856
553	*Holycell Colliery* - B.S.	*25 0 0	1838
561	†Horncliffe - - B.S. 3		
558	†Horsley, Long - Par. 1		
553	Horton - Ch. of E. 2	561 12 0	1860
559	†Houghton, Long - N.S. 2		
553	*Howden Pans* - B.S.	50 0 0	1840
559	Howick - Ch. of E. 1	146 0 0	1861
554	Kenton - - N.S. 3	121 0 0	1847
557	†Kieldar - - B.S. 5		
553	†Killingworth, Colliery - 2		
557	†Kirk Whelpington Par.		
556	†Knaresdale - N.S. 11		
559	†Lesbury - Ch. of E.		
562	†Lilburn Tower - - 2		
555	†Lillswood Subscription - - - *c*		
558	Longhirst - - N.S. 2	56 0 0	1847
562	*Lowick* - - B.S.	*d* 30 0 0	1840

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	NORTHUMBERLAND—*cont.*		
562	Lowick - - N.S. 2	75 0 0	1842
562	†Lowick - - Pres. 3		
562	‡Lowick - - R.C.		
560	‡Lucker - - Par.		
554	†Matfen, Boys Ch. of E. 2		
554	†Matfen, Girls Ch. of E. 2		
556	*Melkridge* - - N.S.	*30 0 0	1837
555	†Mickley Colliery, Boys' - Ch. of E. 4		
562	†Mindrim - Ch. of E. 2		
558	†Morpeth - - Pres. 3		
558	Morpeth, Borough (or Corporation) 3	*200 0 0	1839
558	Morpeth, St. James' N.S. 1	200 0 0	1848
	" " - "	67 0 0	1853
	" " - "	9 6 8	1856
558	†Morpeth, St. James', Girls - - N.S. 1		
555	Newborough, Boys - N.S.	99 1 8	1854
554	†Newburn Manor Ch. of E. 4		
552	Newcastle-upon-Tyne, Arthur's Hill - - 6	335 0 0	1857
552	Newcastle, Castle Garth (or St. Nicholas') - - N.S. 10	*150 0 0	1840
	" " - "	28 0 0	1841
552	†Newcastle-on-Tyne, Ch. of the Divine Unity - - 6		
552	†Newcastle, Clergy Jubilee Trade (Upper). - -		
552	Newcastle, Clergy Jubilee Trade (Lower) - - N.S. 10	800 0 0	1861
552	†Newcastle, Jubilee - B.S. 6		
552	Newcastle, Orphan House - - Wes. 6	1,172 0 0	1858
552	Newcastle, Ragged - 11	852 0 0	1855
	" " - -	750 0 0	1860
552	†Newcastle, Reformatory.		
552	†Newcastle, Sallyport B.S.	*c*	
552	Newcastle, St. Andrew's - - R.C. 5	243 0 0	1856
552	Newcastle, St. Andrew's - - N.S. 10	*166 0 0	1839
	" " - "	1,139 0 0	1857
552	Newcastle, St. John's N.S. 10	*335 0 0	1838
	" " - "	40 9 4	1858
	" " - "	80 7 0	1861
552	†Newcastle, St. Mary's R.C. 11		
552	Newcastle, St. Thomas' - - N.S. 10	130 0 0	1852
560	†Newham - - B.S. 3		
555	†Newton Hall - N.S. 4		
555	*Ninebanks* - - N.S.	12 0 0	1844
	" - - "	35 0 0	1848
561	†Norham (Boys) - N.S. 1		
561	Norham (Girls) - N.S. 2	121 0 0	1846
561	*Ord, East* - - B.S.	*a* 35 0 0	1840
555	Ovington - - N.S.	60 0 0	1845
	" - - "	23 0 0	1851
	" - - "	10 5 8	1851
559	‡Radcliffe Colliery - N.S.		
557	†Rochester, Lord Redesdale's - N.S. 2		
561	Scremerston - N.S. 1	63 0 0	1842
	" - - "	103 0 0	1858
552	*Seaton Burn* - B.S.	*f* 20 0 0	1836

a This grant has been repaid. *b* School discontinued. *c* Inspection withdrawn.
d School broken up and building converted into a dwelling house.
e School has ceased to exist. *f* School sold.

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	NORTHUMBERLAND—*cont.*		
553	†Seaton Burn, Colliery - B.S. 6		
553	†Seghill - N.S.		
552	Shieldfield, Ch. Ch. N.S. 10	862 0 0	1858
553	*Shields, North* - N.S.	*a*300 0 0	1840
553	Shields, North - Pres. 1	250 0 0	1844
	" - "	17 1 0	1859
553	†Shields, North - R.C. 11		
553	Shields, North, Union B.S. 1	*225 0 0	1839
561	Shorcswood - - N.S.	120 0 0	1846
	" - - "	11 9 0	1853
555	*Simonburn* - - N.S.	276 0 0	1858
561	Spittal - - B.S. 3	*75 0 0	1839
554	Stamfordham - R.C. 6	130 0 0	1857
554	*Sugleyfield* - - N.S.	*100 0 0	1838
553	‡Tynemouth, Ragged.		
552	†Walbottle Colliery.		
552	†Walker, Iron and Alkali Works - - 7		
557	†Wark, Heron's Charity and Parish - - 1		
559	†Warkworth, Radcliffe Colliery - Ch. of E.		
560	Warrenford - - B.S. 3	*20 0 0	1841
553	*Whitley Chapel* - N.S.	70 0 0	1849
563	†Whittingham - N.S. 1		
555	Whittonstall - N.S. 4	50 0 0	1847
	" - - "	60 0 0	1857
553	Willington Quay. Stephenson's Memorial - - 7	737 0 0	1859
563	*Wingates* - - N.S.	26 10 0	1842
558	‡Witton (Nether) - N.S.		
562	Wooler - - N.S. 2	*70 0 0	1838
562	†Wooler - - Pres. 3		
555	Wylam, Village - B.S. 6	526 0 0	1857
555	‡Wylam Colliery - B.S.		
	NOTTINGHAMSHIRE.		
438	*Arnold, Infants* - N.S.	172 0 0	1845
	" " - "	70 0 0	1858
438	Arnold, Boys and Girls - - N.S. 5	480 0 0	1860
441	†Averham - - N.S. 4		
442	Balderton - - N.S. 2	283 0 0	1847
	" - - "	51 0 0	1858
442	Barnby-in-the-Willows - - N.S.	57 0 0	1851
438	Basford - - N.S. 5	390 0 0	1846
	" - - "	50 0 0	1861
434	Beckingham - N.S.	222 0 0	1855
428	Beeston - - N.S. 11	*144 0 0	1835
442	Besthorpe - - N.S.	40 0 0	1845
443	†Bingham - - N.S. 3		
443	Bingham - - Wes. 12	372 0 0	1860
437	Blidworth - - N.S. 4	425 0 0	1848
434	†Bole - - N.S. 2		
441	†Boughton Infant Ch. of E. 2		
444	Bramcote - - N.S.	*50 0 0	1837
443	†Bridgeford, East - N.S. 11		
438	†Calverton - - N.S.		
438	Carrington - - N.S. 3	*75 0 0	1836
	" - - "	35 0 0	1857
444	Chilwell - - N.S.	246 0 0	1856
442	*Coddington* - - N.S.	53 0 0	1847
	" - - "	18 9 0	1847
442	†Coddington - - Wes. 1		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	NOTTINGHAMSHIRE—*cont.*		
442	Collingham, North and South - N.S. 2	*60 0 0	1840
	" " - "	13 0 0	1845
	" " - "	52 11 6	1855
442	Collingham - - Wes. 1	330 0 0	1856
438	†Cossall Village - - 4		
415	Costock - - N.S. 11	*50 0 0	1841
	" - - "	83 0 0	1861
435	*Cotes, Old* - - N.S.	*50 0 0	1837
443	†Cotgrave Ch. of E. 11		
443	†Cropwell Butler - Par.		
435	Dunham - - N.S. 3	215 0 0	1845
438	Eastwood, Boys - Ch. of E. 5	324 3 9	1854
438	Eastwood, Girls - Ch. of E. 5	45 0 0	1856
438	*Eastwood Infants,* Ch. of E. *b*	*60 0 0	1837
	" - -	50 0 0	1857
441	Elston, All Saints' - N.S. 2	126 0 0	1856
441	Epperstone - - N.S. 4	303 0 0	1856
442	*Farndon* - - N.S.	233 0 0	1838
441	†Farnsfield, Endowed Ch. of E. 4		
441	†Farnsfield - - Wes. 11		
435	Gringley-on-the-Hill N.S. 2	244 16 0	1856
	" - "	59 7 0	1859
443	†Hawksworth - Ch. of E. 5		
438	Hucknall Torkard - N.S. 5	404 0 0	1855
439	Hyson Green, St. Paul's - - N.S. 5	149 0 0	1848
	" " - "	16 16 0	1857
	" " - "	900 0 0	1861
443	†Keyworth - - N.S. 11		
438	*Kimberley* - - B.S.	50 0 0	1841
444	†Kingston-upon-Soar N.S. 4		
438	*Lambley* - - N.S.	90 0 0	1851
443	†Langar - Ch. of E. 11		
441	†Laxton - Parish 2		
439	Lenton - - N.S. 7	150 0 0	1842
	" - - "	19 6 8	1850
	" - - "	80 0 0	1850
	" - - "	135 0 0	1852
	" - - "	55 0 0	1853
	" - - "	230 0 0	1856
	" - - "	14 0 0	1856
441	Lowdham - - N.S. 4	100 0 0	1844
	" - - "	179 5 0	1853
	" - - "	14 10 0	1855
437	†Mansfield - - B.S. 11		
437	†Mansfield - - Wes. 12		
437	Mansfield, St. John's N.S. 5	828 0 0	1861
437	Mansfield Woodhouse N.S. 10	200 0 0	1846
437	†Mansfield Woodhouse Wes.		
435	†Markham Clinton - N.S.		
435	Mattersey - - N.S.	274 12 0	1860
441	†Muskham North, Mary Woolhouse's Charity.		
442	Newark-upon-Trent, Boys - - N.S. 2	*125 0 0	1838
	" " - "	140 15 0	1860
442	Newark-upon-Trent, Girls' School - N.S. 2	84 4 0	1863
442	Newark-upon-Trent, Ch. Ch. (Haughton Road) - - N.S. 2	65 0 0	1849
	" " - "	360 0 0	1850
	" " - "	30 0 0	1856
	" " - "	22 10 0	1857
	" " - "	927 0 0	1858

a Inspection declined. *b* School originally boys transferred to infants, April 1864. Old Infants' School pulled down.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	NOTTINGHAMSHIRE—*cont.*		
442	Newark-upon-Trent Wes. 1	273 0 0	1857
442	†Newark-upon-Trent (King Street), Infant - - N.S. 2		
438	*Newthorpe, Infants* N.S.	50 0 0	1841
440	†Nottingham (Bath Road), Boys - B.S. 11		
440	*Nottingham, Canal Street* - - B.S.	a*550 0 0	1835
440	Nottingham (Derby Road) - - B.S. 11	174 0 0	1858
440	†Nottingham (High Pavement) - B.S. 11		
440	Nottingham, Holy Trinity - - N.S. 6	603 0 0	1847
	" " - "	150 0 0	1855
	" " - "	100 0 0	1855
440	†Nottingham, Trinity Mixed 6		
440	†Nottingham (Rutland Street), St. James', Infants - N.S. 6		
440	†Nottingham, St. Barnabas' - - R.C. 9		
440	Nottingham, St. John's - - N.S. 4	517 0 0	1847
440	†Nottingham, St. John's - - R.C. 9		
440	Nottingham, St. Mary's (Barker Gate), Boys - N.S. 6	*300 0 0	1834
	" " - "	92 17 0	1848
	" " - "	135 10 0	1856
440	Nottingham, St. Mary's (Plumptre Street), Girls and Infants - - N.S. 6	444 0 0	1856
440	†Nottingham, St. Mary's - - R.C. 9		
440	Nottingham, St. Matthew's - N.S. 6	640 0 0	1858
440	Nottingham, St. Nicholas' - - N.S. 6	800 0 0	1860
440	†Nottingham, St. Paul's - - N.S.		
440	†Nottingham, St. Peter's - - N.S. 4		
440	†Nottingham, School of Industry - - 6		
441	Ollerton - - N.S. 2	150 0 0	1842
	" - - "	86 17 8	1856
437	†Pleasley Hill - B.S. 12		
439	Radford, Old - N.S. 6	150 0 0	1841
439	Radford, New - N.S. 6	454 0 0	1852
435	Retford, St. Saviour's N.S. 2	29 17 8	1852
435	Retford, East - N.S. 7	743 0 0	1858
435	Retford, West - N.S. 7	181 5 0	1861
435	†Retford - - Wes. 10		
438	†Ruddington, Girls and Infants - - 11		
438	Selston - - N.S. 5	301 0 0	1861
439	Snenton - - N.S. 6	*150 0 0	1837
441	†Southwell - - N.S. 4		
441	*Southwell, Holy Trinity* - N.S.	165 0 0	1848
444	†Stapleford - - N.S. 11	51 8 0	1858
435	Sturton - - N.S. 2	300 0 0	1847
437	Sutton-In-Ashfield - N.S. 4		
	" " - "	16 13 4	1849
	" " - "	20 5 0	1858
	" " - "	81 5 0	1863
437	*Sutton-in-Ashfield (Eastfield Side)* - B.S.	*125 0 0	1836
415	Sutton-Bonnington, Endowed, Boys Ch. of E. 11	193 0 0	1858
415	Sutton-Bonnington, Girls - - N.S. 11	160 0 0	1845
	" " - -	40 0 0	1845
	" " - -	43 16 2	1858
441	*Sutton-on-Trent* - N.S.	*50 0 0	1838
438	†Trowell - - Ch. of E. 11		
441	Upton - - N.S. 5	89 5 0	1864
434	†Walkeringham - Ch. of E. 2		
441	‡Weston, Endowed Ch. of E.		
435	Wheatley, North Ch. of E. 2	48 19 4	1862
415	*Willoughby-on-the-Wolds, General* Ch. of E.	90 0 0	1862
436	Worksop Abbey - N.S. 7	100 0 0	1841
436	†Worksop, Castle Hill N.S. 7		
436	Worksop Rectory, Infants - - N.S. 7	432 0 0	1860
436	†Worksop, St. Mary's R.C. 11		
	OXFORDSHIRE.		
163	*Adderbury* - - N.S.	179 4 0	1855
	" - - "	100 0 0	1857
159	†Ardley, Mixed - N.S. 2		
162	†Ascott Under Wychwood - - N.S. 3		
155	†Assendon - - R.C. 5		
156	Aston Rowant - N.S. 4	70 0 0	1844
161	*Aston-in-Bampton* - N.S.	286 4 0	1857
123	‡Baldon - - N.S.		
163	‡Balscott - - N.S.		
163	†Banbury - - N.S. 2		
163	Banbury - - B.S. 6	80 0 0	1853
	" - - "	76 0 0	1858
163	†Banbury, Central, Infants - - B.S. 6		
163	†Banbury, St. John's R.C. 5		
157	†Beckley - - N.S. 4		
125	†Benson - - B.S. 6		
125	Benson - - N.S. 4	127 10 0	1852
159	Bicester, Boys and Girls - - N.S. 2	818 0 0	1839
159	*Bicester, Infants* - N.S.	*45 0 0	1850
160	†Bladon, Mixed - N.S. 3		
163	Blowham - - N.S. 2	142 0 0	1864
163	†Bodicote - Ch. of E. 2		
101	†Bradwell - Ch. of E.		
101	Broughton-Poggis-cum-Filkins - Ch. of E. 1	86 3 0	1857
161	†Burford-cum-Fulbrooke - - N.S. 12		
156	Cadmore-End - N.S.	129 0 6	1854
160	†Caulcott - Ch. of E. 11		
153	†Caversham - - Parl. 3		
162	†Chadlington - - N.S. 3		
162	†Chadlington, Infts. - N.S.		
162	Charlbury - - B.S. 6	60 9 6	1860
162	†Charlbury Infant - - 6		
163	†Cherwell, Infants - B.S. 6		
156	*Chinnor* - - B.S.		
156	Chinnor - - N.S. 4	54 0 0	1843
		346 0 0	1860

a This school is pulled down and a new one erected called "Bath Street School."

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	OXFORDSHIRE—*cont.*	£ s. d.	
162	†Churchill and Sarsden - - N.S. 2		
157	†Cowley - - N.S. 11		
163	Cropredy - - N.S. 2	270 0 0	1855
157	Cuddesdon - - N.S. 4	68 0 0	1848
123	*Culham* - - N.S.	67 10 0	1850
123	Culham, Oxford Diocesan Practising 12	146 5 0	1853
160	Deddington - - N.S. 2	400 0 0	1854
125	Dorchester - - N.S. 4	*20 0 0	1837
125	†Dorchester, Girls and Infants - N.S. 4		
163	†Drayton - - N.S. 4		
161	Ducklington, St. Bartholomew's - N.S.	243* 0 0	1859
161	*Enshan* - - N.S.	228 3 6	1847
162	*Enstone* - - N.S.	*56 0 0	1837
125	†Ewelme - - N.S. 4		
162	Finstock and Fowler N.S. 3	*285 4 0	1861
126	†Goring - - N.S. 10		
161	*Hailey* - - N.S.	60 0 0	1848
155	†Harpsden - - Par. 6		
157	Headington - - N.S. 5	170 0 0	1848
	" - - "	40 0 0	1849
	" - - "	27 0 0	1861
155	Henley-on-Thames - N.S. 10	590 0 0	1850
	- "	48 0 0	1860
150	†Ibstone " - Ch. of E.		
157	†Iffley - Ch. of E. 10		
161	‡Kencott - Ch. of E. 4		
160	†Kiddington - - N.S. 3		
160	‡Kidlington - - N.S.		
155	Kidmore End, St. John-the-Baptist's Ch. of E. 6	98 5 0	1864
162	†Kingham - - N.S. 2		
159	†Kirtlington - - N.S. 3		
159	Launton - - N.S.	100 0 0	1846
	- "	12 17 2	1851
162	Leafield - - N.S. 3	*65 0 0	1840
161	Leigh, North - N.S. 1	*48 0 0	1838
156	Lewknor - - N.S. 4	*83 0 0	1837
	" - - "	3 15 0	1851
	" - - "	27 13 3	1860
157	†Littlemore - Ch. of E. 11		
126	†Maple-Durham - Par. 6		
157	†Marston - - N.S. 11		
156	†Milton, Great - N.S. 4		
156	Milton, Little - N.S. 4	149 0 0	1863
156	*Moreton* - Ch. of E.	174 0 0	1860
162	†Newington, North - N.S. 2		
163	*Newington, South* - N.S.	*67 0 0	1838
	" - "	40 0 0	1858
161	†Newland, the Blake		
162	Norton, Chipping - B.S. 6	300 0 0	1854
162	Norton, Chipping - N.S. 2	*100 0 0	1838
	" - "	12 13 4	1855
	" - "	452 17 0	1860
163	‡Norton, Hook - B.S.		
161	†Norton, Hook - N.S. 2		
155	†Nuffield - Ch. of E. 5		
123	†Nuneham - - N.S. 12		
158	Oxford - - Wes. 4	76 0 0	1861
158	†Oxford, Blue Coat - 6		
158	†Oxford, City - P.U.		
158	Oxford, St. Aldate's N.S. 11	*72 0 0	1837
157	†Oxford, St. Clement's N.S. 11		
158	†Oxford, St. Ebbe's - N.S. 11		
157	Oxford, St. Giles' - N.S. 11	*110 0 0	1838

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	OXFORDSHIRE—*cont.*	£ s. d.	
158	†Oxford, St. Mary Magdalene - N.S. 11		
158	†Oxford, St. Michael's - Ch. of E. 11		
158	Oxford, St. Paul's - N.S. 11	180 0 0	1848
	" - "	33 0 8	1858
158	†Oxford, St. Peter's-in-the-East Ch. of E. 11		
158	†Oxford, St. Thomas-the-Martyr - N.S. 10		
159	Piddington - - N.S. 4	203 0 0	1859
155	†Pishill - Ch. of E. 4		
161	Ramsden - - N.S. 3	68 0 0	1848
162	Rollright, Great - N.S. 2	55 15 0	1853
	" - "	100 0 0	1861
155	Rotherfield (Grey's), Trinity, Infants - N.S. 10	60 0 0	1851
160	Sandford - - N.S.	45 0 0	1843
155	†Shiplake - - N.S. 6		
162	Shipton-under-Wychwood - - N.S. 6	255 0 0	1854
257	*Southstoke* - - N.S. *a*	50 0 0	1842
160	†Steeple Aston, Radcliffe's - Ch. of E. 3		
157	Summertown - N.S. 11	86 0 0	1848
155	†Swyncombe, Industrial - Ch. of E. 4		
156	*Sydenham* (*Wenman's*) - - N.S.	50 0 0	1851
160	Tackley - - N.S. 3	54 0 0	1841
	- -	24 0 0	1860
156	Tetsworth - - N.S. 5	100 0 0	1849
162	†Tew, Great, Endowed - - 6		
162	*Tew, Little* - - N.S.	*30 0 0	1836
	- "	10 0 0	1846
156	*Thame* " - - B.S.	*150 0 0	1837
156	*Thame* - - N.S.	*120 0 0	1838
	" - - "	60 0 0	1843
125	*Warborough* - N.S.	45 0 0	1846
163	†Wardington - N.S. 2		
155	Watlington - - N.S. 4	50 0 0	1844
161	*Westwell* - - N.S.	40 0 0	1855
157	Wheatley - - N.S. 4	337 0 0	1858
163	*Wigginton* - - N.S.	164 0 0	1860
161	Witney - - N.S. 1	*47 0 0	1837
	" - - "	630 0 0	1857
	" - - "	*69 0 0	1858
161	†Witney - - Wes. 6		
125	*Woodcote* - - N.S.	*35 0 0	1837
160	Woodstock - - N.S. 3	631 0 0	1855
160	†Wolvercote - - Par. 11		
163	‡Wroxton - - N.S.		
	RUTLANDSHIRE.		
419	†Ashwell - Ch. of E.		
420	†Bisbrooke - Ch. of E. 3		
419	*Braunston* - - N.S.	40 0 0	1847
421	*Clipsham* - - N.S.	77 0 0	1849
	" - - "	34 2 0	1861
419	†Cottesmore - - N.S. 3		
419	†Empingham, Foster Charity - - N.S.		
419	†Exton - - N.S. 3		
419	†Greetham - Ch. of E. 3		
419	Hambleton - - N.S.	*30 0 0	1838
	" - - "	25 0 0	1848

a School pulled down.

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	RUTLANDSHIRE—*cont.*	£ s. d.	
421	Ketton - - N.S. 3	263 0 0	1858
419	†Langham - Ch. of E. 3		
420	Luffenham, South - N.S.	76 0 0	1847
419	Manton - - N.S. 3	95 4 0	1861
419	Oakham, Model - - 3	589 15 0	1852
421	*Ryhall* - - N.S.	*50 0 0	1839
420	Seaton - - N.S. 3	222 10 0	1859
420	†Uppingham - - N.S. 3		
420	*Wing* - - N.S.	84 0 0	1855
	SHROPSHIRE.		
359	Acton Burnell - N.S.	32 0 0	1848
364	†Adderley - - N.S. 7		
359	†Alberbury - Ch. of E. 4		
363B	*Ash* - - - N.S.	88 0 0	1849
364	*Aston-in-Woore* - N.S.	45 0 0	1843
366	Aston - - N.S. 10	60 0 0	1841
357	Beckbury - - N.S. 5	96 7 6	1854
359	*Berrington* - - N.S.	32 0 0	1844
353	Bishop's Castle - N.S. 6	50 0 0	1843
	" " " - "	6 13 4	1848
	" " " - "	20 0 0	1856
359	*Bomere Heath* - N.S.	123 0 0	1860
356	†Bridgnorth, Blue Coat - - N.S. 6		
356	Bridgnorth, St. Mary's and St. Leonard's, Upper Town - N.S. 2	14 17 6	1851
	" " - "	493 13 4	1855
356	Bridgnorth, " St. Mary's, Low Town N.S. 2	156 19 0	1848
	" " " - "	9 19 8	1852
	" " " - "	168 0 0	1857
353	Brockton - - N.S.	105 0 0	1846
358	Broseley - - N.S. 2	16 4 9	1850
	" - - "	790 1 6	1855
352	*Cainham* - - N.S.	*47 0 0	1835
356	*Chelmarsh* - - N.S.	80 0 0	1851
366	†Chetwynd - - N.S.		
354	*Church Stretton* Ch. of E.	521 2 0	1862
353	†Clun - - N.S. 6		
353	Clunbury - Ch. of E. 6	257 10 0	1863
353	Clungunford - N.S. 6	287 0 0	1858
358	†Coalbrookdale Company's, Boys - N.S. 5		
358	†Coalbrookdale, Girls and Infants Ch. of E. 5		
362	*Cockshutt* - - N.S.	274 0 0	1857
359	*Cressage* - - N.S.	170 14 0	1858
358	Dawley - - N.S. 5	120 0 0	1842
	" - - "	30 0 0	1847
	" - - "	58 0 0	1863
358	†Dawley Bank, Infants - Ch. of E. 1		
358	†Dawley, Pole Hill (Coalbrookdale Company's) Ch. of E. 9		
352	†Diddlebury - - N.S. 4		
366	†Donnington Wood - N.S. 6		
364	Drayton, Little - N.S. 7	50 0 0	1851
	" " - "	30 0 0	1857
	" " - "	65 10 0	1861
364	Drayton, Market - N.S. 7	*170 0 0	1836
	" " - "	79 11 8	1856
	" " - "	133 19 2	1858
362	†Duddlestone Heath N.S. 6		
362	†Duddlestone, Subscription.		

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	SHROPSHIRE—*cont.*	£ s. d.	
356	Eardington - N.S. 2	25 0 0	1847
	" - - "	160 0 0	1855
359	Eaton Constantine - N.S. 5	42 0 0	1850
362	†Ellesmere - - N.S. 6		
365	*Ercall (High)* - N.S.	135 2 6	1861
361	*Frankton, St. Andrew's* - Ch. of E.	64 0 0	1864
362	Hampton (Welsh) - N.S. 6	53 10 0	1851
	" " - "	120 0 0	1856
	" " - "	34 0 0	1859
359	*Harley* - Ch. of E.	170 14 0	1859
364	Hinstock - - N.S. 11	*60 0 0	1839
	" - - "	30 0 0	1855
	" - - "	146 0 0	1858
364	Hodnet - - N.S.	*80 0 0	1838
608	Hope (in Worthen) N.S. 6	70 0 0	1845
354	Hope Bowdler - N.S.	122 8 0	1850
353	†Hopesay - - Par. 6		
362	Hordley - - N.S. 6	35 0 0	1845
	" - - "	20 0 0	1846
358	Ironbridge, Par. Ch. of E. 9	752 0 0	1860
358	†Ironbridge, Severnside - - -		
358	Jackfield - - N.S.	160 0 0	1845
357	*Kemberton* - N.S.	100 0 0	1857
365	†Ketley - - N.S. 5		
355	Kinlet - - N.S.	58 0 0	1844
	" - - "	29 14 8	1855
361	Kinnerley - - N.S. 4	345 0 0	1857
365	†Kinnersley - Ch. of E. 11		
360	†Leaton - - Par. 4		
366	†Lilleshall - - N.S. 6		
604	*Llanvair Waterdine* - - N.S.	127 0 0	1855
363A	Loppington - N.S. 4	75 19 0	1853
352	Ludlow - - N.S. 7	900 0 0	1856
358	Madeley - - N.S. 5	230 0 0	1846
	" - - "	25 13 4	1850
358	†Madeley Wood, Lloyd's - - Par. 3		
358	Madeley Wood - Wes. 2	357 0 0	1859
361	*Maesbury* - - N.S.	42 0 0	1841
358	†Malin's Lee - - N.S. 1		
361	Martin's, St. (The Lodge) - - N.S. 6	127 5 0	1853
360	Meole Brace - N.S. 4	238 0 0	1861
362	†Middle - Ch. of E. 4		
356	†Middleton - - R.C.		
608	Middleton-in-Chirbury - - N.S. 6	60 0 0	1849
	" " - "	15 0 0	1855
	" " - "	93 0 0	1858
359	†Minsterley - - N.S. 6		
361	†Moreton - Ch. of E. 6		
356	Morville - - N.S. 2	179 0 0	1857
385	*Nash* - - - N.S.	75 0 0	1847
355	Neen and Milson - N.S.	63 0 0	1848
353	†Newcastle - Ch. of E. 6		
363	*Newtown* - - N.S.	36 0 0	1858
352	†Norton (Stockton) - N.S. 3		
352	*Ontbury* - - N.S.	*30 0 0	1837
361	Oswestry - - N.S. 7	338 0 0	1842
	" - - "	22 0 0	1854
361	Oswestry - - R.S. 11	*150 0 0	1841
360	Oxon - - N.S. 4	155 6 8	1862
359	Pontesbury - Ch. of E. 6	288 0 0	1859
361	*Porthywaen* - N.S.	*60 0 0	1839
365	Press - - N.S. 4	160 0 0	1848

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	SHROPSHIRE—*cont.*	£ s. d.	
365	*Preston-on-the-Wildmoors* - N.S.	25 0 0	1846
	" " - "	11 13 0	1847
361	*Rhydycroesau* - N.S.	85 0 0	1851
365	Rodington - - N.S. 4	102 0 0	1849
	" - - "	30 0 0	1854
357	Ryton - - N.S. 5	64 10 0	1850
	†Salop (South-east District) - - P.U.		
364	Sambrook - - N.S. 11	211 0 0	1857
361	Selatyn - Ch. of E. 7	155 9 0	1862
369	*Sheinton* - - N.S.	60 0 0	1846
	" - - "	10 0 0	1847
353	*Shelve* - - N.S.	45 0 0	1843
357	†Shiffnal - - N.S. 5		
360	†Shrewsbury, Holy Cross - - N.S. 9	180 0 0	1864
369	Shrewsbury - - B.S. 2	154 18 0	1869
360	Shrewsbury, Coleham - - N.S. 7	*120 0 0	1840
	" " - "	90 0 0	1844
	" " - "	75 12 8	1849
360	Shrewsbury, St. Alkmond's - Ch. of E. 9	180 0 0	1856
360	Shrewsbury, St. Chad's - - N.S. 9	*200 0 0	1838
		1,063 0 0	1860
	" " - "		
360	Shrewsbury, St. Mary's and St. Michael's - - N.S. 7	38 6 0	1857
	" " - "	36 0 0	1861
352	Stoke, St. Milborough N.S.	116 0 0	1857
352	Stokesay - - Par. 7	289 4 0	1857
355	*Stottesden* - - N.S.	*125 0 0	1838
357	†Sutton Maddock - N.S. 7		
366	†Tibberton - - Ch. of E. 11		
363B	*Tilstock* - - N.S.	*60 0 0	1838
359	Upton Magna - N.S. 7	277 0 0	1859
365	Wellington - - N.S. 7	31 15 0	1848
	" - - "	725 6 8	1855
365	Wellington - - Wes. 2	403 0 0	1858
365	Wellington (Pain's Lane), St. George's Ch. of E. 9	921 0 0	1861
	" "	48 0 0	1863
365	†Wellington, St. Patrick's - - R.C.		
363A	Wem - - N.S. 4	150 0 0	1840
363A	*Wem* - - B.S.	*200 0 0	1840
358	Wenlock, Much - N.S. 2	207 0 0	1849
	" - - "	10 14 6	1860
359	Westbury - - N.S. 5	173 0 0	1850
	" - - "	31 13 4	1855
363B	Whitchurch, Boys' - N.S. 5	32 0 0	1854
	" " - "	17 0 0	1855
363B	†Whitchurch Endowed Girls - N.S. 5		
363B	*Whitchurch* - - Wes.	226 0 0	1863
361	Whittington - N.S. 6	214 10 0	1854
363A	*Whixall* - - N.S.	150 0 0	1850
354	Wistanstow - N.S. 7	427 0 0	1859
365	Wombridge, Oakengates - - N.S. 5	204 0 0	1846
	" - - "	162 0 0	1859
664	*Woore, St. Leonard's* - - N.S.	42 0 0	1842
	" - - "	5 0 0	1847
	" " - "	52 0 0	1854

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	SHROPSHIRE—*cont.*	£ s. d.	
356	†Worfield, Endowed.		
368	Worthen - - N.S. 7	93 0 0	1852
366	Wrockwardine - N.S. 7	80 0 0	1854
	" - - "	41 0 0	1857
365	‡Wrockwardine Wood N.S.		
	SOMERSETSHIRE.		
317	Aller - - - N.S. 2	*35 0 0	1835
319	*Ash* - - - N.S.	50 0 0	1847
328	Ashton, Long - Par. 6	478 15 0	1862
328	Backwell - - N.S. 6	192 12 6	1862
315	*Bagborough, West* - Par.	*40 0 0	1838
323	†Baltonsburgh - N.S. 1		
324	Banwell - - Par. 5	50 0 0	1840
	" - - "	215 2 6	1862
317	†Barton - Ch. of E. 5		
322	†Batcombe - - N.S. 6		
326	†Bath - - P.U.		
326	†Bath - - R.C. 6		
326	Bath Abbey and St. James' - - N.S. 12	7 12 6	1850
	" - - "	12 6 8	1853
326	Bath and Bath Forum - - B.S. 7	400 0 0	1854
326	†Bath, Beacon Hill - N.S. 11		
326	†Bath, Harley Street, Girls 7		
326	‡Bath, Octagon Chapel N.S. 12		
326	Bath, St. Saviour's - N.S. 10	150 0 0	1846
	" " - "	9 6 0	1851
	" " - "	5 0 0	1856
	" " - "	9 6 8	1859
326	†Bath, Sutcliffe Indus.		
326	†Bath, Trim Street Chapel - - B.S. 7		
326	†Bath, Trinity (Monmouth Place) Infant - - 11		
326	†Bath, Walcot Chapel Wes. 7		
326	Bath, Walcot, St. Swithin's, Guinea Lane - - N.S. 11	450 0 0	1842
	" " - "	13 15 6	1849
	" " - "	16 9 4	1850
	" " - "	15 15 0	1851
	" " - "	16 10 0	1854
	" " - "	33 6 8	1855
	" " - "	22 17 6	1859
326	†Bath, East Walcot Infants - - 11		
326	Bath, Walcot, Trinity N.S. 11	*115 0 0	1838
	" " - "	409 0 0	1856
	" " - "	55 0 0	1858
326	Bath, Weymouth House, Central - - N.S. 12	25 10 1	1850
	" " - "	38 6 8	1851
	" " - "	23 15 2	1852
	" " - "	140 0 0	1854
326	†Bathampton - N.S. 11		
326	Batheaston - - N.S. 11	984 0 0	1859
326	†Bathwick - Ch. of E. 11		
326	†Bathwick, Victoria, Infants - - 11		
321	†Beckington - - Par. 6		
328	†Bedminster, St. Luke. - - N.S. 10		

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	SOMERSETSHIRE—*cont.*		
328	Bedminster and St. Paul's District - N.S. 10	*252 0 0	1838
	" " - "	65 0 0	1849
	" " - "	28 6 8	1852
	" " - "	12 2 8	1855
328	Bedminster - B.S. 7	288 0 0	1847
	" - "	335 0 0	1855
321	†Berkley - Ch. of E. 5		
324	Borrow - - N.S. 4	70 0 0	1843
324	Biddisham - - N.S. 4	120 0 0	1860
322	*Binegar* - - N.S.	100 0 0	1858
315	Bishop's Hull - N.S. 3	129 0 0	1848
328	Bisbport - - N.S. 10	100 0 0	1842
	" - - "	5 16 6	1850
	" - - "	9 16 8	1852
	" - - "	232 13 7	1856
324	*Blagden (Charterhouse)* - Ch. of E.	193 10 0	1861
324	Bleadon - - N.S.	146 1 0	1854
314	Bradford - - N.S. 3	50 0 0	1845
	" - - "	18 6 0	1860
324	†Brendon Hill Ch. of E. 4		
324	*Brent, East* - - N.S.	70 0 0	1841
	" "	8 3 6	1846
324	Brent, South - N.S. 4	200 0 0	1862
320	Brewham - - N.S. 6	333 0 0	1861
316	Bridgwater (Dr. Morgan's) - - N.S. 2	28 2 0	1858
316	†Bridgwater, (Provident Place), General - - B.S. 11		
316	Bridgwater, Girls - N.S. 2	27 10 0	1853
	" - - "	16 0 0	1858
316	Bridgwater, Raced and Day (West St.) N.S. 2	405 0 0	1860
316	Bridgwater, St. Mary's (Mount Street Infants - N.S. 2	111 0 0	1846
316	†Bridgwater (Friarn Street), Infants - 11		
316	‡Bridgwater - - Wes. *a*		
327	Brislington - N.S. 11	853 0 0	1859
327	†Brislington, Arno's Court Reformatory R.C.		
329	Bristol, St. Mary Redcliffe - - N.S. 10	1,326 0 0	1856
329	†Bristol, St. Mary Redcliffe, Infants (Pyle Street) - N.S. *b*		
329	†Bristol, Temple Ch., Infants, Ch. of E. 10		
329	†Bristol, Temple Church, Colston's, Boys' - 10		
313	†Brompton-Ralph - N.S.		
313a	*Brushford* - - N.S.	*22 0 0	1840
326	Bruton - - N.S. 6	171 15 0	1853
321	Buckland-Denham - N.S. 6	102 0 0	1840
324	Burnham - - N.S. 4	200 0 0	1857
324	†Burrington - - 6		
316	‡Burrowbridge Ch. of E.		
325	Butleigh - - N.S. 1	151 0 0	1846
	" - - "	40 0 0	1854
325	Cameley - - Par. 7	122 1 3	1861
316	Cannington - - N.S. 3	*140 0 0	1836
329	Castle Cary - - N.S. 6	110 0 0	1845
	" - - "	20 0 0	1847
	" - - "	63 0 0	1856
	" - - "	4 15 0	1858
	" - - "	16 10 0	1860

a Inspection lapsed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	SOMERSETSHIRE—*cont.*		
316	Catcott - - N.S. 1	37 10 0	1843
324	Chantry, Industrial N.S. 6	782 2 0	1857
318	Chard - - N.S. 3	24 0 0	1860
327	*Charlton (Queen)* - N.S.	178 0 0	1858
321	†Charlton, West - N.S. 1		
324	‡Cheddar - - N.S. *b*		
315	*Cheddon Fitzpaine* N.S.	80 0 0	1847
325	Chew-Magna - Par. 7	30 14 8	1858
325	†Chewstoke - - N.S. 6		
323	Chewton Mendip - Par. 5	200 0 0	1862
316	*Chilton-upon-Polden, Sunday* - - -	*30 0 0	1840
324	Churchill - - Par. 6	25 16 8	1859
325	†Clandown - Ch. of E. 7		
313a	†Clatworthy - Ch. of E.		
313	Cleeve (Old) - N.S. 4	35 0 0	1854
313	*Cleeve, Trinity* Ch. of E.	207 0 0	1862
328	Clevedon - - N.S. 6	*25 0 0	1835
	" - - "	657 0 0	1859
325	Clutton - - N.S.	*44 0 0	1839
319	†Coker, East, Juvenile and Infants - B.S. 4		
321	*Coleford* - - N.S.	*60 0 0	1835
	" - - "	102 0 0	1849
	" - - "	6 13 4	1853
	" - - "	26 1 0	1858
321	†Coleford - - Wes.		
326	Combe Down - N.S.	30 0 0	1847
	" - - "	5 10 0	1852
315	*Combe Florey* - N.S.	30 0 0	1846
318	†Combe, St. Nicholas' N.S. 3		
316	Combwich - - N.S.	120 0 0	1857
324	*Compton Bishop* - N.S.	50 0 0	1844
327	Compton Dando - N.S. 11	223 0 0	1858
325	Compton Martin - N.S.	55 0 0	1843
320	†Compton Pauncefoot N.S. 5		
324	†Congresbury - N.S. 5		
315	†Corfe - - Par. 3		
327	*Corston* - - N.S.	60 0 0	1844
	" - - "	14 0 0	1845
323	*Coxley* - - N.S.	60 0 0	1843
322	Cranmore, East and West - - N.S. 6	13 9 0	1859
318	Crewkerne - - N.S. 2	250 0 0	1848
315	Curry, North - N.S. 2	238 0 0	1848
	" - - "	2 8 4	1858
313	†Cutcombe, Endowed N.S. 4		
323	†Dinder - Ch. of E. 5		
325	Downside, Ch. Ch. - N.S.	40 0 0	1841
	" " - "	20 0 0	1843
	" " - "	25 0 0	1846
323	†Dulcote - - N.S. 5		
313a	Dulverton - - N.S. 4	342 8 0	1862
328	*Dundry* - - N.S.	296 0 0	1858
326	*Dunkerton* - - N.S.	80 0 0	1848
313	†Dunster - Ch. of E. 4		
313	Dunster - - Wes. 11	50 0 0	1849
	" - - "	95 0 0	1853
	" - - "	14 12 0	1860
316	*Eastover, St. John's* N.S.	117 0 0	1847
	" " - "	58 10 0	1859
315	*Elworthy* - - N.S.	*30 0 0	1838
322	Evercreech, Ch. Ch. N.S. 6	75 0 0	1842
	" " "	443 9 0	1855
	" " "	157 0 0	1857
294	†Exmoor - - N.S.		
328	Failand - - N.S.	*46 0 0	1839
	" - - "	20 0 0	1848
	" - - "	5 15 6	1848

b Inspection withdrawn.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	SOMERSETSHIRE—*cont.*		
325	Farmborough - Par. 7	315 12 0	1858
328	†Flax Bourton - N.S. 6		
258	Frestford - Ch. of E. 11	100 0 0	1848
	" - - "	4 15 0	1853
321	Frome, Milk Street B.S. 6	37 10 0	1858
321	†Frome - - Wes. 4		
321	†Frome, Girls - N.S. 6		
321	*Frome, Ch. Ch.* - N.S.	181 0 0	1843
321	Frome-Selwood - N.S. 6	28 6 6	1853
	" - - "	34 2 10	1857
321	Frome, Trinity - N.S. 6	123 0 0	1841
	" " - "	25 0 0	1846
	" " - "	16 19 8	1858
323	Glastonbury, Boys and Girls - - N.S. 1	29 16 8	1860
	" " "	305 15 10	1864
316	†Greinton - - Par.		
317	*Hambridge* - - N.S.	100 0 0	1847
319	†Hardington Mandeville - - N.S. 2		
325	†Harptree, East - Par. 5		
319	†Haselbury Plucknett N.S. 3		
315	†Hatch-Beauchamp N.S.		
324	Highbridge - - N.S. 4	116 0 0	1864
318	Hinton, St. George's N.S. 3	287 0 0	1850
323	†Horrington, East Ch. of E. 5		
320	Horsington - - N.S.	378 0 0	1857
313b	‡Huish-Champflower N.S.	* * *	
316	†Huntspill - - N.S. 3		
319	*Ilchester* - - N.S.	*79 0 0	1837
318	Ilminster - - N.S. 2	500 0 0	1855
317	*Keinton Mandeville* N.S.	42 0 0	1846
328	Kenn - - N.S. 5	37 10 0	1842
327	Keynsham - - Par. 10	568 0 0	1857
327	†Keynsham - - B.S. 7		
321	Kilmersdon - Ch. of E. 6	309 0 0	1857
267	†Kilmington - N.S. 5		
317	*Kingsdon* - - N.S.	*52 0 0	1838
328	*Kingston Seymour* Par.	223 0 0	1858
314	†Langford Budville N.S. 2		
321	†Leigh-upon-Mendip N.S. 6		
319	*Limington* - - N.S.	*35 0 0	1834
325	Littleton, High - N.S. 7	140 0 0	1844
	" - - "	4 11 4	1853
324	Locking - - N.S. 4	116 0 0	1860
315a	*Longford* - - N.S.	310 0 0	1858
320	†Lovington - Ch. of E. a		
321	†Lullington - - B.S. 6		
313a	†Luxborough - N.S. 4		
326	Lyncombe, St. Mark's - - N.S. 10	260 0 0	1845
	" " - "	25 0 0	1853
324	Mark " - N.S. 4	100 0 0	1845
	" - - "	23 6 8	1856
321	†Marston Bigott Ch. of E. 6		
319	Martock - - N.S. 2	152 10 0	1848
	" - - "	5 18 0	1851
323	†Meare - - N.S. 3		
321	†Mells - Ch. of E. 6		
318	Merriott - - N.S. 2	*66 0 0	1835
316	Middlezoy - - N.S.	100 0 0	1844
	" - - "	33 0 0	1849
325	Midsomer, Norton N.S. 6	101 10 0	1841
	" "	50 0 0	1846
	" "	14 5 5	1852
320	†Milborne Port - B.S. 4		
320	†Milborne Port - N.S. 2		
314	†Milverton - - N.S. 2		

a Inspection declined.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	SOMERSETSHIRE—*cont.*		
313a	*Monksilver* - - N.S.	66 0 0	1847
	" - - "	10 0 0	1857
319	Montacute - - N.S. 1	126 0 0	1848
	" - - "	9 6 4	1852
	" - - "	40 0 0	1857
317	†Monteclefe - - N.S.		
319	*Mudford* - - N.S.	81 0 0	1848
328	†Nailsea - - Par.		
328	Nailsea, Ch. Ch. - N.S.	159 0 0	1844
313a	†Nettlecombe, Yard N.S. 4		
316	†Northmoor Green Ch. of E. 2		
319	†Norton - Ch. of E. 1		
321	Norton, St. Philip, Infants - - N.S. 6	40 0 0	1841
322	†Oakhill - - B.S. 6		
325	Paulton - - N.S. 7	50 0 0	1845
	" - - "	67 0 0	1846
	" - - "	5 10 0	1847
	" - - "	5 6 8	1853
	" - - "	54 0 0	1856
	" - - "	*3 16 0	1856
325	†Paulton - - Wes. 6		
322	*Pennard, East* - N.S.	35 0 0	1843
323	Pennard, West Ch. of E. 1	81 0 0	1852
	" " - "	6 17 0	1854
	" " - "	178 0 0	1854
	" " - "	10 0 0	1856
	" " - "	14 0 0	1857
320	*Penselwood* - - N.S.	69 0 0	1847
316	Petherton, North - N.S. 2	*150 0 0	1839
	" " - "	28 13 0	1854
	" " - "	12 6 8	1857
316	†Petherton, North, Congregational - B.S. 11		
319	†Petherton, South, Boys - - N.S. 2		
319	†Petherton, South, Girls - - N.S. 2		
328	†Pill - - B.S. b		
328	Pill (Benevolent) - 10	5 0 0	1851
	" - -	650 0 0	1855
322	*Pilton* - - N.S.	40 0 0	1847
315	Pitminster - - N.S.	75 0 0	1843
	" - - "	45 0 0	1845
	" - - "	23 0 0	1856
328	Portishead - - N.S. 5	76 19 0	1841
	" - - "	2 15 0	1845
	" - - "	133 0 0	1847
	" - - "	16 10 0	1855
325	†Publow, Pyne's - N.S.		
316	Puriton, Charity Ch. of E.	184 10 0	1861
325	Radstock - - N.S. 7	639 18 0	1858
276	*Rimpton* - - N.S.	32 0 0	1845
321	†Road - - Wes. 4		
314	Rockwell Green - N.S. 3	12 0 0	1857
315	Ruishton - - N.S. 3	135 0 0	1862
318	Seavington, St. Michael's - - N.S.	45 0 0	1844
318	*Shepton Beauchamp* N.S.	*60 0 0	1838
	" " - "	202 4 0	1859
322	Shepton Mallet - N.S. 5	1,062 12 0	1863
322	†Shepton Mallet - B.S. 6		
324	Shipham - - N.S. 5	*40 0 0	1840
	" - - "	17 10 0	1860
317	†Somerton - Ch. of E. 1		
316	†Spaxton - - N.S. 3		
313	†Stogumber, Mixed Ch. of E. 4		

b Merged into Pill Benevolent.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	SOMERSETSHIRE—*cont.*		
313A	†Stogursey - School 3		
315	Stoke, St. Gregory Ch. of E. 2	351 0 0	1858
322	†Stoke Lane, St. Michael's - - N.S. 5		
326	†Stoke, South - Ch. of E. 11		
320	*Stoke Trister* - N.S.	22 0 0	1842
325	†Stowey - Ch. of E. 7		
316	Stowey Nether Ch. of E. 3	114 0 0	1856
316	†Stowey Over - Ch. of E. 3		
322	Stratton - - N.S. 5	282 0 0	1860
323	Street and Walton - B.S. 6	*100 0 0	1837
	" " - "	4 3 8	1847
	" " - "	684 18 4	1860
325	*Sutton Bishop* - N.S.	70 0 0	1844
317	Sutton, Long - Ch. of E. 2	21 0 0	1860
315	†Tangier (Taunton)		
315	†Taunton - - P.U.		
315	Taunton, Central - N.S. 2	*185 0 0	1838
	" " - "	20 0 0	1851
	" " - "	35 0 0	1852
	" " - "	48 9 0	1856
315	†Taunton, Trinity - N.S. 1		
315	Taunton - - B.S. 11	125 0 0	1840
	" - - "	*75 0 0	1840
	" - - "	29 15 8	1853
	" - - "	4 12 8	1854
	" - - "	44 0 0	1856
315	Taunton, Original Infant - - 11	27 0 0	1855
315	†Taunton, Saint George's - - R.C.		
324	Temple Combe - N.S. 2	60 0 0	1845
315	†Thorn Falcon - N.S.		
328	Tickenham - - N.S.	98 0 0	1852
313A	†Timberscombe, Endowed - - N.S.		
325	Timsbury - - N.S. 7	95 0 0	1864
313A	†Treborough - N.S.		
326	Twerton - Ch. of E. 11	636 6 0	1855
	" - - "		
321	*Wanstrow* - - N.S.	72 0 0	1856
313	†Washford - - N.S.		
314	†Wellington - N.S. 3		
314	†Wellington (Fox Brothers) - - B.S. 11		
326	Wellow - - N.S. 5	128 0 0	1852
323	†Wells, Blue Coat.		
323	Wells, Central - 5	1,400 0 0	1859
323	†Wells, East, Saint Thomas' - - N.S.		
323	†Westbury - - N.S. 5		
326	Weston (near Bath) N.S. 11	266 0 0	1847
324	Weston-super-Mare N.S. 11	270 0 0	1845
	" " "	50 0 0	1852
324	Weston-super-Mare B.S. 7	123 13 4	1855
	" " "	46 0 0	1857
324	†Weston Super Mare Ch. Ch. - - N.S. 4		
324	†Weston - super-Mare, Emmanuel, Infants - - N.S. 11		
316	*Weston Zoyland* - N.S.	60 0 0	1842
	" - "	6 4 0	1847
326	Widcombe (Bath) - N.S. 10	31 5 4	1853
	" " - "	140 0 0	1858
326	†Widcombe, Infants Par. 10		
320	Wincanton - N.S. 5	*130 0 0	1838
	" - - "	6 15 0	1856
	" - - "	22 15 0	1861
	SOMERSETSHIRE—*cont.*		
328	Winford - - N.S.	96 0 0	1847
324	*Winscombe* - - B.S.	*50 0 0	1835
318	†Winsham - - N.S. 3		
314	Wiveliscombe - N.S. 3	176 0 0	1842
323	Wookey - - N.S. 5	100 0 0	1845
	" - - "	69 0 0	1855
	" - - "	46 18 0	1858
	" - - "	22 16 0	1863
323	†Wootton, North - N.S.		
324	†Worle - - N.S. 11		
328	†Wraxall, Trinity - N.S. 12		
324	Wrington - - N.S. 6	*35 0 0	1842
	" - - "	706 0 0	1857
321	*Writhlington* - N.S.	30 0 0	1847
328	†Yatton - - B.S. 12		
328	*Yatton* - - N.S.	*72 0 0	1835
	" - - "	105 0 0	1844
	" - - "	4 15 0	1853
319	Yeovil, Paradise St. Boys' - Ch. of E. 1	250 0 0	1846
	" - - "	18 8 8	1852
319	†Yeovil, Girls' and Infants', (Church Street) - - 1		
319	Yeovil, Hendford Trinity - Ch. of E. 1	379 5 0	1863
	" "	68 0 0	1864
	STAFFORDSHIRE.		
378	Acton, Trussell and Bednall - - N.S. 3	353 0 0	1857
366	*Adbaston* - - N.S.	45 0 0	1844
	" - "	18 0 0	1848
380	†Aldridge, Girls' and Infants' - - N.S. 1		
377	Alrewas - - N.S. 11	460 0 0	1856
373	Alton - - N.S. 9	108 0 0	1845
	" - - "	8 10 9	1858
373	†Alton, St. John's - R.C. 10		
383	Amblecote - - N.S. 1	656 0 0	1857
383	*Amblecote, (Dennis' Park)* - - N.S.	206 0 0	1847
384	Areley, Upper - N.S. 3	404 0 0	1861
364	Ashley - - N.S. 7	400 0 0	1860
368	†Ashton-in-Stone, St. Michael's - - R.C.		
368	Aston, St. Saviour's N.S. 8	80 0 0	1848
369	*Audley, Mixed* - N.S.	313 10 0	1855
369	Audley, Village, Girls' - - N.S. 6	a*130 0 0	1834
	" " - "	40 0 0	1848
	" " - "	40 0 0	1850
	" " - "	36 0 0	1856
	" " - "	19 7 6	1859
369	†Audley - - Wes. 12		
380	Barr, Great - N.S.	570 0 0	1857
367	†Berkswich - - N.S. 12		
369	Betley - - N.S. 6	250 0 0	1855
357	Biddulph Moor - N.S. 5	155 6 8	1853
379	*Bilston* - - B.S.	*150 0 0	1839
379	†Bilston, Saint Joseph's - - R.C.		
379	Bilston, St. Leonard's - - N.S. 12	265 0 0	1849
	" " - "	1,215 10 0	1859
379	Bilston, St. Luke's, Infants - - N.S. 12	175 10 0	1852

a Being one-third of a grant towards erecting this school, with two others in the same parish, viz., "Talk-o'-the-Hill" and "Alsager's" (now called "Chesterton").

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	STAFFORDSHIRE—*cont.*		
379	Bilston, St. Mary's - N.S. 12	350 0 0	1846
	" " - "	108 0 0	1843
	" " - "	120 0 0	1845
	" " - "	21 0 0	1848
	" " - "	40 0 0	1851
	" " - "	16 4 0	1858
379	†Bilston - - Wes. 3		
380	Birchills - - N.S. 1	348 0 0	1855
378	Bishop's Wood - N.S.	273 0 0	1856
380	Blakenall - - N.S. 1	395 12 6	1863
380	*Blakenall Heath* - N.S.	75 0 0	1843
	" " - "	40 0 0	1846
	" " - "	115 0 0	1861
447	*Blore and Swinscoe* N.S. -	112 15 0	1864
380	Bloxwich - - N.S. 1	81 0 0	1845
	" - - "	22 0 0	1849
	" - - "	16 13 4	1853
	" - - "	12 0 0	1856
	" - - "	823 17 8	1862
357	Blymhill - - Par. 11	416 0 0	1857
374	‡Bramshall - Ch. of E.		
377	Brereton - - N.S. 12	75 0 0	1846
	" - - "	20 0 0	1850
	" - - "	30 0 0	1855
378	Brewood - - N.S. 3	652 0 0	1860
378	†Brewood, St. Mary's R.C. 9		
383	Brierley Hill - N.S. 1	*270 0 0	1835
	" "	150 0 0	1843
383	†Brierley Hill - Wes. 4		
458	†Brindley Ford - Wes. 11		
383	Brockmoor - - N.S. 11	300 0 0	1846
374	*Bromley, Abbot's* - N.S.	90 0 0	1844
377	*Bromley, King's, Infants* - N.S.	30 0 0	1853
377	†Bromley, King's, Girls - - Par. 11		
381	Bromwich, West, All Saints' - N.S. 2	67 0 0	1861
381	Bromwich, West, Ch. Ch. - - N.S. 2	605 14 0	1863
381	Bromwich, West, Ebenezer Independent - -	400 0 0	1840
381	†Bromwich, West, Gold's Hill, Ironworks - Ch. of E. 9		
381	†Bromwich, West, Hill Top - - Wes. 4		
381	Bromwich, West, Holy Trinity - N.S. 2	155 0 0	1843
	" " " "	22 0 0	1846
	" " " "	120 10 0	1855
381	Bromwich, West, St. James', Hill Top - N.S. 2	400 0 0	1845
381	†Bromwich, West, St. Peter's - - N.S. 3		
381	‡Bromwich, West - R.C.		
381	†Bromwich, West, Summit - - B.S. 4		
381	Bromwich, West - Wes. 4	1,800 0 0	1858
372	Brown Edge - N.S.	131 11 0	1846
370	Burslem, St. Paul's, Dale Hall - - N.S. 3	*150 0 0	1836
	" " " "	*a*100 0 0	1843
	" " " "	45 13 0	1861
370	Burslem, St. Paul's (Sytch) - - N.S. 3	111 10 0	1841
	" " "	23 0 0	1847
	STAFFORDSHIRE—*cont.*		
378	Burslem, St. John's N.S. 3	27 16 8	1853
	" " - "	15 0 0	1855
370	Burslem - - Wes. 11	441 0 0	1851
375	Burton-on-Trent - B.S.	237 10 0	1845
	" - "	26 13 4	1854
375	Burton-on-Trent (Anderstaff Lane), Trinity, Infants' - N.S. 11	100 0 0	1846
375	Burton-on-Trent, Trinity, Boys, Girls, and Infants N.S. 11	504 4 0	1862
375	Burton-on-Trent, Ch. Ch. - - N.S. 11	310 0 0	1844
	" " " "	118 0 0	1855
	" " " "	545 0 0	1858
378	†Bushbury - - N.S. 10		
377	†Cannock Chase Colliery - - 11		
378	†Cannock, Endowed N.S. 3		
382	†Capponfield Ironworks - Ch. of E. 10		
373	Cauldon, Low - N.S. 9	100 0 0	1848
373	Caverswall - - N.S. 6	215 15 0	1862
373	Cheadle - - N.S. 6	150 0 0	1840
	" - - "	412 8 0	1845
	" - - "	53 6 8	1855
373	†Cheadle, St. Giles' - R.C. 10		
373	†Cheadle, St. Wilfred's R.C.		
373	Cheddleton - - N.S. 9	221 4 6	1855
378	*Cheslyn Hay* - B.S.	*100 0 0	1840
370	Chesterton - - N.S. 4	834 0 0	1857
370	*Chesterton (late Alsager's Bank)* - N.S.	*b*150 0 0	1834
	" " "	20 0 0	1845
369	*Chorlton* - - N.S.	68 0 0	1849
370	†Cobridge - - N.S. 4		
370	†Cobridge, St. Peter's R.C. 10		
379	*Codsall* - - N.S.	230 0 0	1864
377	†Colton - Ch. of E. 12		
382	†Corngreave's New British Iron Company's.		
382	Coseley, Ch. Ch. - N.S. 10	193 0 0	1845
382	Coseley (Darkhouse Lane) - - B.S.	*150 0 0	1837
382	Coseley (Prince's End) - - N.S. 10	318 0 0	1845
382	Coseley, West - N.S. 10	252 0 0	1845
378	Coven - Ch. of E. 3	274 0 0	1859
368	Cranberry Alley (Cote's Heath) - N.S.	*25 0 0	1840
367	†Creswell, St. Mary's R.C. 10		
368	Croxton - - N.S. 2	163 0 0	1855
380	†Darlaston - - Wes. 4		
380	*Darlaston* - - B.S.	*300 0 0	1837
380	Darlaston Green, St. George's - - N.S. 2	364 0 0	1844
	" " "	4 10 0	1853
	" " "	5 0 0	1856
380	†Darlaston, Old Ch., Girls - - N.S. 2		
373	†Denstone - Ch. of E. 9		
373	‡Dilhorne, Endowed Free - - - N.S.		
374	Draycott - in - Hanbury - - N.S. 11	70 0 0	1846
	" " - "	25 0 0	1860
373	Draycott-le-Moors - N.S. 5	271 0 0	1861

a Towards liquidating debt in this and St. Paul's school (Sytch).

b Being one-third of a grant towards erecting this school in conjunction with two others in the same parish, viz., "Talk-o'-the-Hill" and "Audley Village" girls' school.

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	STAFFORDSHIRE—*cont.*		
378	*Eaton Church* Ch. of E.	181 0 0	1858
368	Eccleshall - - N.S. 2	279 3 9	1863
368	*Eccleshall, Offley Hay* - - N.S.	147 3 6	1861
447	Ellastone - - N.S. 9	422 0 0	1859
379	†Euville - - Parv. 2		
378	Essington - - N.S. 10	110 0 0	1847
	" - - "	5 3 6	1853
371	†Etruria - - B.S. 11		
371	Etruria - - N.S.	245 0 0	1846
371	†Etruria, Unsectarian - 11		
382	Ettingshall - - N.S. 12	223 2 11	1858
382	Ettingshall - - Wes. 3	200 0 0	1860
382	†Ettingshall Infant Wes. 3		
376	Fazeley - Ch. of E. 11	310 10 0	1862
371	†Fen[illegible] - - N.S. 3		
367	Fore[illegible] - - N.S. 12	100 0 0	1845
	" - - "	70 0 0	1857
373	Forsbro[illegible] - - N.S. 5	185 0 0	1857
373	Freehay, St. Chad's N.S. 6	160 0 0	1847
	" - "	195 1 2	1857
457	†Gillonshaw Brook - Wes. 2		
376	Glascote - - N.S. 11	291 12 0	1855
379	Goldenhill - - N.S. 3	150 0 0	1840
	" - "	4 13 4	1853
	" - "	50 0 0	1855
382	*Gornal* - - B.S.	*150 0 0	1835
382	Gornal, Lower - N.S.	300 0 0	1846
382	Gornal, Upper - N.S. 2	100 0 0	1846
	" " - "	36 0 0	1846
	" " - "	82 0 0	1856
369	Halmer End - N.S. 6	54 0 0	1850
	" - "	29 6 8	1857
	" - "	42 10 0	1859
377	†Hamstall-Ridware - N.S. 12		
374	Hanbury, Endowed N.S. 11	150 0 0	1849
381	†Handsworth - N.S. 3		
381	†Handsworth Island Cottage Industrial Home - - -		
381	Handsworth, St. James' - - N.S. 3	65 0 0	1843
381	Handsworth, St. Michael's - Ch. of E. 3	236 0 0	1863
368	†Hanford - - N.S.		
371	†Hanley - - N.S. 4		
371	†Hanley - - R.C. 10		
371	†Hanley, Bethesda - B.S. 11		
371	†Hanley - - Wes. 11		
393	Harborne, Endowed N.S. 3	*140 0 0	1838
	" " - "	48 0 0	1848
	" " - "	38 10 0	1852
393	Harborne Heath, St. John's - Ch. of E. 3	366 5 0	1861
393	†Harborne Public - - 2		
371	†Hartshill - - N.S. 4		
367	Haywood, St. John the Baptist's - R.C. 7	270 0 0	1856
378	Hednesford - Ch. of E. 3	202 2 6	1863
368	†Hilderstone - - N.S. 10		
367	Hixon, St. Peter's - N.S. 6	194 8 0	1858
373	†Hollington - - N.S. 6		
371	†Hope, Trinity - N.S. 5		
375	*Horninglow* - N.S.	40 0 0	1846
372	*Horton Lee* - - N.S.	100 0 0	1848
367	Hyde Lea - - N.S. 3	204 0 0	1861
373	Ipstones, Agricultural - Ch. of E. 9	362 2 0	1854
369	†Keele - Ch. of E. 6		

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	STAFFORDSHIRE—*cont.*		
370	Kidsgrove - - N.S. 5		
381	†Kingshill - Ch. of E. 2		
373	†Kingsley, Infants' Ch. of E. 9		
383	Kingswinford, Glynn N.S. 2	177 10 0	1863
383	*Kingswinford (Oak Farm Ironworks)* N.S.	800 0 0	1845
383	Kingswinford, St. Mary's - - N.S. 1	300 0 0	1846
	" " - "	40 0 0	1855
379	Kinver - - N.S. 1	*55 0 0	1836
	" - - "	204 15 0	1851
	" - - "	6 0 0	1861
	" - - "	73 0 0	1861
366	*Knightley* - - N.S.	124 0 0	1846
	" - - "	a5 6 8	1847
457	†Knypersley - Ch. of E. 5		
378	Lapley and Wheaton Aston - - N.S. 3	324 0 0	1854
380	†Leasowe (Shaw's) - N.S.		
372	†Leek, Brunswick, Infants' - - Wes. 2		
372	†Leek, Compton, Infant - - - 8		
372	Leek, Old Church - N.S. 9	*350 0 0	1835
	" " - "	85 0 0	1847
372	Leek, St. Luke's - N.S. 9	178 0 0	1847
	" " - "	65 0 0	1855
372	†Leek (West Street) Wes. 2		
374	*Leigh, Endowed Boys' Free* - -	311 0 0	1858
374	†Leigh Girls' - Ch. of E. 6		
377	Lichfield, St. Mary's N.S. 11	114 0 0	1842
	" - "	99 15 0	1849
377	*Lichfield, St. Michael's* - Ch. of E.	192 12 0	1860
377	Longdon - - N.S. 12	116 14 0	1854
371	*Longton* - - N.S.	*125 0 0	1838
371	†Longton - - Wes. 11		
371	†Longton, St. Gregory's - - R.C. 10		
369	†Madeley, Endowed - N.S. 6		
380	†Maryvale, Industrial - R.C.		
447	Mayfield - - N.S. 9	90 0 0	1849
	" - - "	265 4 0	1854
368	†Milwich - - N.S. 6		
368	*Moddershall* - - N.S.	60 0 0	1844
	" - - "	45 0 0	1850
374	Moreton - - N.S. 2	84 0 0	1847
370	Mowcop - - N.S. 5	135 0 0	1843
	" - - "	22 10 0	1861
379	Moxley - - N.S. 2	*200 0 0	1838
	" - - "	15 0 0	1844
	" - - "	30 0 0	1846
	" - - "	15 0 0	1856
369	*Newcastle - under - Lyne* - - B.S.	*350 0 0	1835
369	Newcastle - under - Lyne - - N.S. 4	*75 0 0	1835
	" " - "	63 6 8	1856
	" " - "	27 10 0	1856
369	Newcastle - under - Lyne, St. George's N.S. 4	693 0 0	1857
370	*Newchapel* - - N.S.	152 0 0	1848
366	Norbury - - N.S. 11	47 0 0	1846
	" - - "	a5 6 8	1847
368	†Normacot - - N.S. 7		
371	Northwood - - N.S. 5	598 0 0	1859
378	Norton Canes - N.S.	153 10 0	1864

a One-third of 16*l.* to Norbury, Knightley, and Ronton Schools.

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	STAFFORDSHIRE—*cont.*		
372	Norton-in-the-Moors N.S. 5	13 17 0	1859
	" " "	96 0 0	1860
373	Oakamoor - - N.S. 9	196 0 0	1858
382	Ocker Hill - - N.S. 10	550 0 0	1858
	" " - - "	65 0 0	1861
377	Ogley Hay, St. James' N.S. 2	598 18 0	1859
368	*Oulton* - - N.S.	142 0 0	1860
380	*Pelsall* - - B.S.	*100 0 0	1837
380	*Pelsall* - - N.S.	152 0 0	1848
380	†Pelsall - - Wes. 3		
371	Penkhull, St. Thomas' N.S. 4	350 0 0	1845
	" " - - "	35 10 10	1856
378	†Penkridge " - N.S. 3		
383	Pensnett, Boys and Girls - - N.S. 1	735 0 0	1861
383	*Pensnett, Infants* - N.S.	70 1 6	1846
383	†Pensnett - - B.S. 4		
380	Pleck and Bescott - N.S. 2	396 4 4	1856
383	*Quarry Bank* - N.S.	300 0 0	1845
	" " - - "	2 0 0	1848
374	Rocester " - - N.S. 9	122 0 0	1853
376	†Rollestone - Ch. of E. 11		
367	Ronton - - N.S. 2	32 0 0	1846
	" - - "	*a* 5 6 8	1847
382	Rowley Regis - N.S. 2	213 0 0	1849
	" "	5 0 0	1856
377	Rugeley (Prince of Wales') - - N.S. 12	220 0 0	1845
	" " - "	54 15 0	1855
377	†Rugeley, St. Ethelreda's - - R.C.		
377	†Rugeley - - Wes.		
380	Rushall - - N.S. 3	160 0 0	1848
368	†Sandon - - N.S. 6		
382	*Sedgley (Catchem's Corner)* - N.S.	*175 0 0	1835
382	*Sedgley (Straits and Cau Lane)* - N.S.	*130 0 0	1835
371	Shelton, St. Mark's N.S. 5	*195 0 0	1838
	" " - "	75 0 0	1844
	" " - "	30 0 0	1853
371	†Shelton, the Granville 4		
377	Shenstone - - N.S. 11	*97 0 0	1838
	" - - "	445 0 0	1856
367	†Sheriff Hales, Duke of Sutherland's - 11		
379	†Short Heath (Willenhall) - - Wes. 3		
370	Silverdale - - N.S. 4	252 0 0	1848
	" - - "	43 0 0	1856
	" - - "	21 0 0	1856
	" - - "	103 7 0	1859
	" - - "	21 7 6	1854
396	Smethwick - - N.S. 3	200 0 0	1840
	" - - "	82 0 0	1856
393	†Smethwick - - Wes. 3		
393	Smethwick - - R.C. 9	220 0 0	1861
393	†Smethwick (Chance's) N.S. 3		
393	Smethwick, St. Matthew's - - N.S. 3	685 4 0	1862
367	Stafford - - B.S. 4	*150 0 0	1836
367	†Stafford, St. Augustine's - - R.C. 9		
367	Stafford, St. Mary's N.S. 12	763 0 0	1857
	" " - "	226 0 0	1858
371	†Stoke-upon-Trent - N.S. 5		
371	†Stoke-upon-Trent, Boothen Branch 5		
	STAFFORDSHIRE—*cont.*		
371	†Stoke-upon-Trent, Mount Pleasant 5		
371	†Stoke-upon-Trent, Cliffe Villa - N.S. 5		
368	Stone - - Par. 5	791 0 0	1859
368	Stone, Ch. Ch. - N.S. 5	147 0 0	1842
	" " - "	70 0 0	1845
	" " - "	15 0 0	1855
	" " - "	180 0 0	1857
368	†Stone, St. Ann's - R.C.		
377	Stowe, Lichfield, Endowed - Ch. of E. 11	40 0 0	1855
375	‡Stretton - - N.S.		
368	†Swynnerton - Ch. of E.		
369	Talk-o'-the-Hill - N.S. 6	[redacted]	1834
	" - - "	[redacted]	1860
369	Talk-o'-the-Hill, Butt Lane - - N.S. 6	0 0	1847
	" - - "	36 0 0	1856
	" - - "	35 10 6	1858
376	Tamworth - - N.S. 11	90 0 0	1847
	" - - "	15 0 0	1847
	" - - "	27 5 0	1848
	" - - "	14 5 4	1851
	" - - "	60 0 0	1856
376	†Tamworth (Sir R. Peel's), Endowed 11		
373	†Tean - - B.S. 11		
379	Tettenhall - - N.S. 10	191 7 2	1859
379	†Tettenhall, Infants N.S. *c*		
382	†Tipton - - Wes. 3		
382	Tipton, Great Bridge Wes. 3	1,048 0 0	1860
382	†Tipton Hall - - N.S. 10		
382	†Tipton, St. John's - N.S. 10		
382	Tipton, St. Martin's N.S. 2	794 0 0	1862
382	†Tipton, St. Paul's Ch. of E. 2		
382	†Tipton, St. Paul's, Infants - - N.S. 10		
368	†Tittensor - - N.S. 1		
371	†Trent Vale - - N.S. 4	85 0 0	1846
	" - - "	40 0 0	1852
370	Tunstall - - N.S. 5	*300 0 0	1839
	" - - "	30 0 0	1846
	" - - "	40 0 0	1854
370	†Tunstall, St. Mary's N.S. 5		
370	†Tunstall - - Wes. 11		
375	Tutbury, Wakefield Charity, Endowed, Boys' Free - 11	142 0 0	1862
375	†Tutbury, Girls' and Infants' - Ch. of E. 11		
374	Uttoxeter (St. Mary's) N.S. 9	8 12 0	1853
	" " - "	250 0 0	1855
374	†Uttoxeter - - Wes. 11		
380	Walsall - - Wes. 3	1,305 5 0	1860
380	Walsall, Blue Coat - N.S. 3	1,725 0 0	1859
	" - - "	35 0 0	1860
380	*Walsall, Saint Matthew's* - - N.S.	175 0 0	1855
380	†Walsall, St. Mary's - R.C. 9		
380	†Walsall, Saint Patrick's - - R.C. 9		
380	Walsall, St. Peter's - N.S. 1	81 0 0	1849
	" - - "	20 0 0	1854
380	Walsall Wood " - N.S. 3	40 0 0	1846
	" " - "	20 0 0	1846
	" " - "	10 0 0	1854
	" " - "	445 0 0	1859

a One-third of 16*l.* to Norbury Knightley and Ronton schools.

b Being one-third of a grant towards erecting this school, in conjunction with two others in the same parish, viz., "Audley Village" girls' school and "Alsager's Bank" (now called "Chesterton").

c Amalgamated with Tettenhall N.S.

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	STAFFORDSHIRE—*cont.*		
367	*Walton* - - N.S.	*50 0 0	1839
381	†Wednesbury - B.S. 4		
381	†Wednesbury, Holyhead Road - Wes. 4		
381	†Wednesbury - Wes. 4		
381	Wednesbury, Saint Bartholomew's - N.S. 3	180 0 0	1843
	" " " - "	30 0 0	1844
	" " " - "	13 0 0	1845
	" " - "	20 0 0	1845
381	Wednesbury, Saint James' - - N.S. 4	359 0 0	1845
	" " - "	588 0 0	1861
381	Wednesbury, Saint John's - - N.S. 4	321 0 0	1849
	" " "	10 0 0	1851
	" " "	5 5 0	1852
	" " "	2 15 0	1853
	" " "	46 0 0	1855
	" " "	228 15 0	1861
379	*Wednesfield* - - B.S.	*75 0 0	1837
379	Wednesfield - N.S. 10	819 0 0	1857
379	Wednesfield Heath N.S. 10	670 0 0	1858
371	Wellington (Hanley) N.S. 5	180 3 9	1863
373	Wetley Rocks - N.S. 9	120 0 0	1843
376	‡Wiggington - - N.S.		
379	†Willenhall - - Wes. 3		
379	Willenhall, Holy Trinity - - N.S. 10	535 0 0	1858
379	*Willenhall, Little London* - - B.S.	150 0 0	1840
379	*Willenhall, Primitive Methodist.* -	*125 0 0	1838
379	Willenhall, St. Ann's N.S. 11	557 0 0	1859
379	Willenhall, Saint Giles' - - N.S. 10	351 0 0	1855
373	*Winshill, Holy Trinity* - - N.S.	60 0 0	1846
370	Wolstanton - - N.S. 4	150 0 0	1841
	" - - "	51 15 0	1855
379	Wolverhampton - Wes. 3	1,095 0 0	1858
379	Wolverhampton, Blue Coat - Ch. of E. 3	39 0 0	1861
379	†Wolverhampton, Chillington Company's - - N.S. 11		
379	*Wolverhampton, Ragged* - - -	462 15 0	1852
379	Wolverhampton, St. George's - - N.S. 11	554 0 0	1845
	" "	23 12 6	1861
379	Wolverhampton, St. James' - - N.S 11	306 0 0	1845
	" "	63 15 0	1857
379	†Wolverhampton, St. James, Causeway Lake School - 11		
379	Wolverhampton, St. John's - - N.S. 10	*260 0 0	1834
	" - - "	283 2 6	1864
379	†Wolverhampton, St. Luke's (Blakenhall, New) Ch. of E. 10		
379	Wolverhampton, St. Mark's - - N.S. 11	325 0 0	1850
379	Wolverhampton, St. Matthew's - N.S. 11	200 0 0	1852
379	Wolverhampton, St. Mary's - N.S. 11	401 0 0	1847
379	†Wolverhampton, St. Mary's - - N.S. 11	150 0 0	1842
	" " " - "	243 10 0	1850
	" " " - "	13 8 6	1859
	" " - "	44 2 0	1859
379	†Wolverhampton, St. Peter's and St. Paul's, Boys - R.C.		
379	Wolverhampton, St. Peter's, Collegiate N.S. 11	547 0 0	1847
	" "	156 5 0	1863
379	Wolverhampton, St. Peter's, Whitmore Rean's - - N.S. 11	320 0 0	1860
379	Wolverhampton, Snow Hill, Congregational - 3	*500 0 0	1837
379	†Wolverhampton, Snow Hill, St. Mary's - R.C. 9		
379	Wombourn - - N.S. 2	686 14 0	1860
383	Wordsley - - N.S. 2	104 0 0	1844
	" - - "	50 0 0	1844
	" - - "	50 0 0	1848
	" - - "	54 0 0	1856
383	†Wordsley, Cote Lane N.S.	*a*	
378	†Wyrley, Great - N.S. 3		
377	†Yoxall - - N.S.		
	SUFFOLK.		
212	†Acton - - Par. 4		
224	†Aldeburgh - - N.S. 10		
223	Alderton - - N.S. 10	225 0 0	1859
225	*Aldringham* - N.S.	40 0 0	1846
212	*Alpheton* - - N.S.	48 0 0	1863
218	†Bacton - Ch. of E. 3		
249	†Barnham, St. Gregory N.S. 3		
249	*Barningham* Ch. of E.	120 13 4	1859
214	*Barrow* - - N.S.	114 0 0	1848
223	*Bawdsey* - - N.S.	105 15 0	1853
220	Baylham - - N.S. 11	210 10 0	1860
226	Beccles - - B.S. 4	*150 0 0	1838
	" - - "	39 0 0	1860
226	Beccles - - N.S. 10	*125 0 0	1839
	" - - "	35 0 0	1856
219	Bedfield - - N.S.	132 0 0	1864
227	Belton - - N.S. 4	282 3 0	1861
224	†Benhall - - N.S. 10		
221	Bentley - - N.S. 10	295 4 0	1854
213	Bildeston - Ch. of E. 10	200 0 0	1853
	" - - "	44 6 11	1856
227	Blundeston - - N.S. 1	66 16 0	1851
213	Boxford - - N.S. 3	46 19 0	1849
	" - - "	64 16 0	1855
220	Bramford - - N.S. 11	353 16 0	1860
249	*Brandon* - - N.S. 3	53 0 0	1844
221	Brantham - - Par. 3	122 0 0	1855
223	*Bredfield* - - N.S.	80 0 0	1854
218	†Brome and Oakley - N.S. 11		
233	*Bromeswell* - N.S.	50 0 0	1847
223	Bucklesham - - N.S.	25 0 0	1846
	" - - "	42 10 0	1858
226	*Bungay* - - B.S. 4	*150 0 0	1835
226	Bungay - - N.S. 10	*181 7 0	1835

a Now called Kingswinford Glynn N.S.

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	SUFFOLK—*cont.*		
212	Bures, St. Mary's - N.S. 4	*58 0 0	1839
	" " - "	40 0 0	1843
	" " - "	50 0 0	1845
	" " - "	14 5 4	1852
	" " - "	5 6 8	1853
	" " - "	4 10 0	1853
	" " - "	40 0 0	1855
	" " - "	70 0 0	1857
	" " - "	10 18 0	1857
	" " - "	107 10 0	1858
212	†Bures, St. Mary - B.S. 10		
227	Burgh Castle - N.S. 4	24 0 0	1853
	" - "	181 0 0	1864
215	Bury St. Edmund's, St. James' - N.S. 3	500 0 0	1855
215	†Bury St. Edmund's, St. John's Infant N.S. 3		
215	†Bury St. Edmund's, St. Mary's - Par. 3		
215	†Bury St. Edmund's, St. Mary's, Infants' - -	*a*	
224	Butley - - N.S.	80 0 0	1843
224	†Campsea Ashe Ch. of E.		
221	*Capel, St. Mary's* - N.S.	225 0 0	1856
227	Carlton Colville - N.S. 1	60 0 0	1844
212	*Cavendish* - - N.S.	213 6 0	1864
221	Chelmondiston - N.S. 11	280 0 0	1857
214	*Chevington* - - N.S.	144 0 0	1848
211	Clare - Ch. of E. 4	422 0 0	1859
213	Cockfield, Parish - N.S. 4	229 4 0	1857
224	*Coddenham Endowed*	111 0 0	1861
221	*Copdock and Washbrook* - - N.S.	50 0 0	1842
224	*Cransford* - - N.S.	97 4 0	1855
225	†Cratfield - Ch. of E. 10		
223	Dallinghoe and Charsfield - N.S.	146 0 0	1849
223	*Debach* - - N.S.	113 0 0	1859
229	Debenham - N.S. 11	*70 0 0	1835
217	Drinkstone - - N.S.	220 0 0	1861
221	*Erwarton* - - N.S.	*27 0 0	1839
218	Eye - - N.S. 7	250 0 0	1830
224	Eyke - - Par. 10	276 0 0	1858
223	†Falkenham - Ch. of E. 10		
216	Freckenham - N.S.	30 5 0	1856
219	Fressingfield - N.S. 10	113 0 0	1847
	" - "	10 0 0	1856
227	*Fritton* - - N.S.	45 0 0	1848
189	*Gazeley* - - N.S.	34 0 0	1844
224	Glemham, Little - Ch. of E. 10		
227	Gorleston and Southtown - - N.S. 4	228 0 0	1841
	" " - "	50 0 0	1854
213	Hadleigh - - B.S.	*200 0 0	1837
	" - "	31 3 4	1855
213	Hadleigh - - N.S. 10	174 0 0	1854
225	Halesworth - - N.S. 10	9 0 0	1850
	" - "	120 0 0	1855
221	*Harkstead* - - N.S.	60 0 0	1848
211	†Haverhill - - B.S. 4		
212	*Hawkedon* - - N.S.	80 0 0	1848
220	†Helmingham Ch. of E. 11		
220	*Henley* - - N.S.	*42 0 0	1858
249	*Hepworth* - - N.S.	36 6 8	1853
217	*Hessett* - - N.S.	80 0 0	1848
	" - "	10 0 0	1856
225	Heveningham Ch. of E. 10	137 0 0	1860

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	SUFFOLK—*cont.*		
221	*Hintlesham* - N.S.	23 0 0	1841
213	Hitcham - - N.S. 10	80 0 0	1858
221	Holbrook - - N.S. 10	581 8 0	1861
225	Holton - - N.S. 10	184 0 0	1859
224	*Hoo and Letheringham* - - N.S.	40 0 0	1844
249	Hopton by East Harling - - N.S. 3	258 18 0	1856
227	*Hopton by Lowestoft* N.S.	63 15 0	1861
219	Horham - - N.S. 4	121 0 0	1858
214	†Horningsheath - N.S. 3		
219	†Hoxne and Denham N.S. 11		
226	*Ilketshall, St. Margaret's* - - N.S.	30 0 0	1848
222	†Ipswich - - P.U.		
222	†Ipswich - - Wes. 4		
222	Ipswich - - R.S. 4	406 7 3	1855
	" - - "	68 12 9	1857
	" - - "	61 12 8	1858
222	Ipswich, California St. John's - - N.S. 11	177 13 9	1863
222	Ipswich, Holy Trinity - - N.S. 11	46 17 4	1854
	" " "	2 0 0	1856
	" " "	312 0 0	1863
222	†Ipswich, Nottidge, Infants - - N.S. 10		
222	Ipswich, St. Clement's and Saint Helen's - - N.S. 11	145 0 0	1843
	" " "	174 0 0	1848
	" " "	54 8 6	1852
	" " "	35 19 0	1852
	" " "	18 5 0	1857
	" " "	113 6 8	1857
222	Ipswich, St. Margaret's - - N.S. 11	172 0 0	1852
222	Ipswich, St. Matthew's (District) - N.S. 11	454 0 0	1848
	" " "	38 0 0	1852
	" " "	36 0 0	1853
	" " "	465 0 0	1857
222	Ipswich, St. Peter's N.S. 11	675 0 0	1859
214	Ixworth - - N.S. 4	50 0 0	1841
223	†Kesgrave, District N.S. 10		
215	*Kettlebaston* - N.S.	*37 0 0	1839
213	Lavenham - - N.S. 4	*100 0 0	1839
	" - - "	100 0 0	1855
219	*Laxfield* - - N.S.	80 0 0	1845
226	Leiston - - N.S. 1	202 0 0	1848
	" - - "	12 3 6	1856
	" - - "	24 0 0	1858
227	Lowestoft (Annot's) N.S. 1	6 13 4	1850
227	Lowestoft, Girls - N.S. 1	4 10 0	1846
	" - - "	250 0 0	1854
227	Lowestoft, St. John's N.S. 1	25 3 0	1858
227	*Lowestoft, St. John's, Infant* - - N.S.	115 0 0	1857
	" - - "	14 4 6	1858
227	†Lowestoft, Upper, Infant - - 1		
227	†Lowestoft (Wylde's) N.S. *a*		
212	Melford (Long) - N.S. 4	793 10 0	1861
212	†Melford, Long, Bridge Street, Ch. of E. - 4		
223	Melton - - N.S. 10	75 0 0	1846
	" - - "	4 11 6	1847
	" - - "	42 18 4	1860
218	†Mendlesham Ch. of E. 5		

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	SUFFOLK—*cont.*		
216	†Mildenhall (Sir H. Bunbury's), Boys' - 3		
216	†Mildenhall (Sir H. Bunbury's), Girls' 10		
216	Mildenhall, West Row N.S. 3	45 2 4	1856
212	†Nayland - - B.S. 10		
189	Newmarket, St. Mary's N.S. 7	250 0 0	1858
212	*Newton* - - N.S.	*50 0 0	1837
217	*Norton, St. Andrew's* N.S.	*50 0 0	1837
224	†Orford, Crown and Castle Lane - - 4		
227	‡Pakefield - - N.S.		
214	†Pakenham - Ch. of E. 3		
218	†Palgrave - - N.S. 3		
224	*Parham* - - N.S.	37 0 0	1841
211	*Poslingford* - N.S.	32 0 0	1844
213	Preston, St. Mary's N.S. 4	47 16 0	1844
	" " "	100 0 0	1857
	" " "	19 1 8	1869
214	‡Rede " - Par.		
218	Redgrave and Botesdale - - N.S.	120 0 0	1845
	" "	14 0 0	1864
224	*Rendham* - - N.S.	67 0 0	1842
224	†Rendlesham - N.S. *a*		
217	Rickinghall - - N.S. 3	237 10 0	1854
225	Rumburgh and St. Michael's - - N.S. 10	120 0 0	1858
223	Rushmere - - N.S.	80 0 0	1846
224	†Saxmundham - N.S. 10		
221	Shotley - - N.S. 10	75 0 0	1850
224	†Snape - - N.S. 10		
225	Southwold - - N.S. 1	66 0 0	1841
	" - -	35 13 0	1848
	" - -	65 0 0	1855
	" - - "	172 8 0	1856
	" - - "	400 0 0	1858
211	Stoke by Clare - N.S. 4	141 4 0	1856
	" " - "	70 12 0	1858
212	†Stoke by Nayland - N.S. 3		
220	Stonham Aspal - N.S.	71 0 0	1846
217	Stowmarket with Stow-Upland - N.S. 3	*75 0 0	1836
217	†Stowmarket - B.S. 4		
219	Stradbroke, Lower School - Ch. of E. 10	157 15 0	1864
221	Stratford, St. Mary N.S. 10	75 0 0	1843
	" " "	16 10 0	1860
212	Sudbury, All Saints' N.S. 4	333 0 0	1848
	" " "	24 0 0	1851
	" " "	40 0 0	*1853
212	Sudbury - - B.S. 10	487 0 0	1847
	" - - "	40 0 0	1851
223	Sutton - - N.S. 7	240 0 0	1857
221	*Tattingstone* - N.S.	54 0 0	1841
225	*Theberton* - - N.S.	*33 0 0	1839
218	†Thorndon Reformatory.		
218	Tirandeston - N.S. 12	65 5 0	1851
223	Tuddenham - N.S. 11	30 0 0	1841
	" -	115 5 0	1862
225	*Uggeshall* - - N.S.	70 0 0	1844
210	Waldingfield - N.S. 4	23 17 6	1839
217	*Walsham-le-Willows* N.S.	68 0 0	1849
223	Walton-cum-Felixtow N.S. 10	51 0 0	1852
	"	35 0 0	1862
225	*Wangford and Henham* - - N.S. 1	70 0 0	1844
	" " "	486 0 0	1861
217	*Wattisfield* - - Par.	84 18 9	1863
213	*Wattisham* - - N.S. *a*	*20 0 0	1837
214	Welnetham, Great - N.S.	48 15 0	1849
	" " "	18 1 8	1856
214	*Welnetham, Little* - N.S.	27 0 0	1845
225	*Westhall* - - N.S.	273 12 0	1855
225	Westleton - - N.S. 1	125 0 0	1843
	" - - "	46 0 0	1847
	" - - "	42 5 4	1859
218	*Wetheringsett* Ch. of E.	309 3 0	1860
219	Weybread - - N.S. 10	100 0 0	1843
211	*Wickhambrook, Sunday* - - N.S.	*40 8 0	1835
224	*Wickham Market* - B.S.	*55 0 0	1835
224	*Wickham Market* - N.S.	77 0 0	1842
218	*Wickham Skeith* - N.S.	45 0 0	1845
225	*Wissett* - - N.S.	50 0 0	1845
223	Witnesham - Ch. of E. 10	25 0 0	1858
	" - - "	40 0 0	1864
223	*Woodbridge* - B.S.	175 0 0	1841
223	†Woodbridge - N.S.		
217	*Woolpit* - - N.S.	*60 0 0	1838
211	*Wratting, Little* - N.S.	30 0 0	1851
225	Wrentham - - B.S.	*65 0 0	1838
	" - - "	44 10 0	1857
225	Wrentham - - N.S. 1	*131 0 0	1835
225	*Yoxford* - - N.S.	*100 0 0	1837
	SURREY.		
38	†Addlestone - Ch. of E. 5		
39	Albury - - N.S. 5	*60 0 0	1834
32	Balham, St. Mary's Ch. of E. 3	700 0 0	1860
29	†Bankside, Boys - R.C. 2		
29	†Bankside (Great Guildford Street), Girls - - R.C. 2		
37	Banstead - - N.S. 6	375 0 0	1858
48	†Barnes - - N.S. 7		
32	Battersea, Boys', Practising - 6	120 0 0	1841
	" " -	49 0 0	1843
	" " -	31 0 0	1843
32	*Battersea, Girls and Infants* - - N.S.	351 0 0	1851
32	Battersea Fields, St. George's - - N.S. 6	1,550 0 0	1857
32	Battersea Grove - B.S. 10	286 0 0	1859
32	Battersea (Plough Lane), Girls - B.S. 10	31 0 0	1859
	" "	75 0 0	1862
46	Beddington and Wallington - - N.S. 4	120 0 0	1844
	"	40 0 0	1845
28	Bermondsey, Ch. Ch. N.S. 6	300 0 0	1850
28	†Bermondsey Dock Head R.C. 4		
28	Bermondsey (Great George Street) - B.S. 10	*225 0 0	1835
28	Bermondsey, St. James' (Spa Road) - N.S. 2	400 0 0	1842
	" "	18 0 0	1857
	" "	22 0 0	1862
28	†Bermondsey, St. Mary's (Grange Walk) - Par. 9		

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	SURREY—*cont.*		
28	Bermondsey, St. Mary Magdalene's, Grange Walk, Infants - N.S. 9	156 15 0	1854
28	Bermondsey, St. Paul's N.S. 9	300 0 0	1850
	" " "	290 0 0	1859
28	†Bermondsey (Star Corner) - - N.S. 9		
38	Bisley - - N.S. 5	70 0 0	1847
29	*Blackfriars Road, Ch. Ch. (Green Walk)* N.S.	*208 0 0	1837
45	Blindley Heath - N.S.	82 10 0	1851
37	†Bookham, Great - N.S. 5		
29	Borough Road, Model B.S. 10	500 0 0	1852
42	†Bramley - - N.S. 5		
31	Brixton Hill, Boys - B.S. 12	*90 0 0	1839
31	†Brixton Hill, Girls - B.S. 12		
31	†Brixton Hill - Wes. 12		
31	†Brixton Hill, Grove Hill Reformatory - - -		
31	Brixton, North, Ch. Ch. - - N.S. 9	581 0 0	1861
31	Brixton, North, St. John's (Angel Town) N.S. 2	741 15 0	1852
29	*Broadcall* - - N.S.	50 0 0	1848
44	†Brockham, Home and Industrial.		
44	‡Brockham - - N.S.		
44	*Burstow, District* Ch. of E.	277 0 0	1861
38	*Byfleet* - - N.S.	382 0 0	1857
	" - - "	36 15 6	1859
33	Camberwell, Camden District - - N.S. 10	571 0 0	1847
	" " "	78 0 0	1851
	" " "	87 0 0	1852
33	Camberwell, Ch. Ch. N.S. 5	200 0 0	1842
	" " "	11 10 0	1847
	" " "	60 0 0	1852
33	*Camberwell, Ch. Ch., Ragged and Industrial* - - -	361 0 0	1856
33	Camberwell (Crawford Street, Cold Harbour Lane) - B.S. 10	200 0 0	1841
	" " "	60 0 0	1845
	" " "	159 0 0	1849
	" " "	85 0 0	1854
	" " "	43 2 6	1861
33	†Camberwell (Denmark Hill), St. Matthew's, Boys N.S. 7		
33	†Camberwell (Denmark Hill), St. Matthew's, Girls and Infants - N.S. 2		
33	†Camberwell, St. George's N.S. 10		
33	†Camberwell, St. Giles' - Ch. of E. 11		
33	†Camberwell, Green Coat - - N.S. 10		
33	Camberwell (Leipsic Road) - - B.S. 10	*100 0 0	1837
37	†Carshalton - - N.S. 4		
37	†Carshalton - - B.S. 10		

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	SURREY—*cont.*		
37	Cheam and Cuddington - - N.S. 4	172 0 0	1859
38	*Chertsey* - - N.S.	140 0 0	1846
38	†Chertsey - - P.U.		
37	*Chessington and Hook* N.S.	21 0 0	1849
42	*Chiddingfold* - N.S.	*30 0 0	1837
38	†Chobham, St. Laurence's - Ch. of E. 5		
38	Chobham, Valley End Ch. of E. 5	271 0 0	1859
39	‡Clandon, West - N.S.		
32	†Clapham, All Saints' N.S. 3		
32	Clapham (Bowyer's) N.S. 6	224 0 0	1847
32	Clapham, Boys - Par. 6	*180 0 0	1839
32	†Clapham, Acre Square Free 3		
32	†Clapham, Ch. Ch. Girls - - Par. 3		
32	Clapham, St James' N.S. 5	60 0 0	1845
	" " "	1,014 0 0	1859
32	†Clapham, St. Mary's R.C. 4		
32	†Clapham, St. Paul's (Wandsworth Road), Cottage - - 10		
32	†Clapham (Wandsworth Road), Commercial - Ch. of E. 10		
32	Clapham (Wirtemburg Place) - B.S. 10	300 0 0	1840
	" " "	24 0 0	1856
	" " "	28 5 0	1859
47	*Claygate* - - N.S.	*30 0 0	1839
37	†Cobham - - N.S.		
43	†Coldharbour - N.S. 7		
43	†Coldharbour, Infant N.S.		
39	*Compton* - - N.S.	32 0 0	1841
42	Cranley - - N.S. 5	112 0 0	1849
	" - - "	5 0 0	1858
45	*Crowhurst* - - N.S.	123 8 9	1863
46	†Croydon (Archbishop Tenison's) Ch. of E. 12		
46	Croydon - - B.S. 10	340 0 0	1848
	" - - "	27 14 0	1853
	" - - "	24 6 0	1854
	" - - "	54 0 0	1859
	" - - "	15 0 0	1860
46	Croydon, Ch. Ch. - N.S. 6	671 0 0	1857
46	Croydon, St. Andrew's N.S. 3	340 3 0	1862
46	†Croydon St. George (Whitgift's) Boys and Girls - - N.S. 10		
46	Croydon, St. James' N.S. 3	477 0 0	1853
	" "	119 5 0	1854
46	†Croydon, St. Mary's R.C. 11		
46	Croydon, St. Peter's Ch. of E. 3	444 0 0	1858
46	†Croydon - - Wes. 10		
47	*Ditton, Thames, Infants* - - N.S.	86 0 0	1847
47	Ditton, Thames, Boys and Girls - - N.S. 5	313 10 0	1861
	" " "	65 0 0	1864
43	Dorking - - B.S. 4	130 0 0	1843
43	Dorking, St. Martin's N.S. 7	365 19 8	1862
43	Dorking, St. Paul's District - - N.S. 7	550 0 0	1860
33	*Dulwich* - Ch. of E.	188 15 0	1864

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	SURREY—*cont.*		
33	†Dulwich (East) and Peckham Rye - N.S. 11		
43	Effingham - - N.S. 5	285 0 0	1857
42	Elstead - - N.S.	92 0 0	1850
	" - - "	10 5 0	1859
42	†Elstead - - B.S. 4		
131	†Englefield Green - N.S. 7		
37	Epsom - - N.S. 4	10 13 4	1849
	" - - "	18 6 8	1858
37	†Epsom - Inft. Sch. 4		
47	Esher - - N.S. 5	996 0 0	1859
37	Ewell - - N.S. 5	849 8 0	1861
42	Ewhurst - - N.S. 5	125 0 0	1847
39	Farncombe - - N.S. 5	652 0 0	1858
	" - - "	193 2 6	1862
40	*Farnham* - - B.S.	*100 0 0	1835
40	Farnham - - N.S. 5	1,059 0 0	1860
37	†Fetcham - Ch. of E. 5		
40	†Frencham - Ch. of E. 5		
39	Godalming - - B.S. 4	117 0 0	1858
	" - - "	18 0 0	1858
39	Godalming - - N.S. 5	265 0 0	1843
	" - - "	31 0 0	1856
	" - - "	12 9 6	1859
45	Godstone - - N.S. 7	558 0 0	1855
	" - - "	50 0 0	1859
39	Guildford - - B.S. 4	*100 0 0	1837
	" - - "	223 0 0	1858
39	Guildford, St. Mary's and Trinity - N.S. 5	47 0 0	1852
	" " "	117 0 0	1858
39	Guildford, St. Nicholas' N.S. 5	13 15 0	1855
	" " "	16 16 8	1859
	" " "	247 0 0	1860
40	†Hale District " Ch. of E. 5		
47	Ham - - N.S. 7	*90 0 0	1833
	" - - "	100 0 0	1846
35	Hatcham, St. James' N.S. 11	500 0 0	1852
	" " "	33 0 0	1859
36	†Herne Hill, St. Paul's (Camberwell) Ch. of E. 3		
38	Hersham - - N.S. 5	45 0 0	1842
	" - - "	100 0 0	1859
43	*Holmwood* - - N.S.	90 0 0	1845
	" - - "	95 0 0	1854
47	Hook, St. Paul's - N.S. 5	137 14 0	1860
44	*Horley Row* - N.S.	*115 0 0	1835
38	Horsell - - N.S. 5	134 0 0	1852
31	Kennington, East (Bolton Street) - N.S. 2	303 0 0	1848
	" " - "	307 0 0	1858
31	Kennington (Regency Place) - - N.S. 2	143 3 4	1852
31	†Kennington, The Oval - - N.S. 11		
29	†Kent Road - - B.S. 12		
29	†Kent Road, Old John Street - Wes. 11		
29	†Kent Road, Ragged and Industrial.		
47	Kent Town, St. Paul's (East Molesey) - N.S. 4	166 0 0	1860
48	†Kew, The Queen's - 7		
47	†Kingston-on-Thames, Public Free - - 11		
47	†Kingston Vale, Robin Hood - - - 7		
37	†Kingswood - Ch. of E. 6		

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	SURREY—*cont.*		
31	Lambeth, All Saints' Ch. of E. 12	200 0 0	1855
	" " "	246 0 0	1859
31	Lambeth " (Archbishop Tenison's), Girls' (High St.) N.S. 12	20 0 0	1857
31	†Lambeth, Belvidere Crescent Reformatory.		
31	†Lambeth Chapel (China Terrace) Wes. 11		
31	*Lambeth Free Evening* (65, *High Street*) - - -	42 14 0	1850
31	Lambeth, George Street - - B.S. 11	428 11 1	1862
31	Lambeth, Holy Trinity - - N.S. 1	450 0 0	1852
31	†Lambeth (Norwood) - P.U.		
31	†Lambeth, Ragged - 5		
31	Lambeth (South), Spring Grove - N.S. 1	130 0 0	1844
31	†Lambeth, St. Andrew's, Lower - N.S. 3		
31	†Lambeth, St. Andrew's (Upper) - N.S. 3		
31	Lambeth (South), St. Barnabas' - N.S. 2	300 0 0	1850
31	†Lambeth, St. John's (Waterloo Road) - N.S. 9		
31	Lambeth, St. Mary's, (Hercules Buildings) - - Par. 12	*200 0 0	1837
	" " - "	43 0 0	1856
	" " - "	17 4 0	1857
	" " - "	50 0 0	1858
31	†Lambeth, St. Mary's Infant, (High Street) - - Par. 12		
31	†Lambeth, St. Mary-the-Less, (Prince's Road) - - N.S. 12		
31	†Lambeth, St. Mary's District Chapel, (Prince's Street) - N.S. 12		
31	†Lambeth, Saint Thomas' - - N.S. 12		
31	Lambeth, South, St. Stephen's, Dorset Street *a* - - N.S. 12	400 0 0	1848
	" " - "	50 0 0	1854
	" " - "	83 0 0	1857
31	†Lambeth, "South, "The Elder" Ch. of E. 11		
37	Leatherhead - N.S. 6	*80 0 0	1839
	" - - "	60 0 0	1847
	" - - "	20 0 0	1848
44	Leigh - - - N.S. 7	82 0 0	1850
82	Lingfield - - N.S.	353 0 0	1858
39	†Loseley.		
47	*Malden* - - N.S.	125 18 9	1864
44	†Merstham - Ch. of E. 7		
46	*Merton Road* - N.S.	*53 0 0	1839
43	Mickleham - - N.S. 7	90 0 0	1844
46	Mitcham - - N.S. 4	*120 0 0	1838
46	†Mitcham - - R.C. 11		
43	†Morden - - N.S.		
48	Mortlake - - N.S. 3	24 0 0	1857

a Formerly called Stockwell, St. Michael's.

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	SURREY—*cont.*		
48	Mortlake - - B.S.	60 0 0	1843
	" - - "	50 0 0	1844
	" - - "	75 0 0	1844
	" - - "	50 0 0	1846
48	Mortlake, St. Mary's R.C. 11	100 0 0	1861
47	Moulsey, East - N.S. 7	211 0 0	1860
47	Moulsey, West - N.S. 5	*25 0 0	1839
30	Newington, Saint Mary's - - N.S. 7	200 0 0	1853
	" - - "	66 10 0	1852
30	Newington, Trinity N.S. 9	300 0 0	1843
	" " - "	75 0 0	1846
	" " - "	91 10 0	1849
47	Norbiton, Boys, Girls and Infants - N.S. 11	178 6 8	1853
	" " "	62 0 0	1858
	" " "	27 0 0	1859
	" " "	158 6 8	1863
	" " "	65 0 0	†1864
31	†Norwood, Lower - Wes. 11		
31	†Norwood, St. Luke's N.S. 10		
31	Norwood, South, St. Mark's - Ch. of E. 3	145 4 0	1861
44	*Nutfield* - - N.S.	75 0 0	1849
38	†Outlands - Ch. of E. 5		
29	†Ockham, Industrial B.S.		
32	†Ockham, St. Mary's - 4		
43	†Ockley - - Par. 7		
33	†Peckham - - N.S. 3		
33	†Peckham, Boys - B.S. 11		
33	†Peckham, Girls, Lancasterian - - B.S. 11		
33	†Peckham New Town, St. Francis' - R.C. 4		
33	Peckham, St. Mary Magdalen's - N.S. 4	674 0 0	1857
46	†Penge, Boys Ch. of E. 5		
46	Penge, Infants Ch. of E. 5	276 0 0	1860
48	†Petersham - B.S. 11		
32	Putney - - N.S. 11	222 10 0	1854
	" - - "	120 0 0	1855
41	†Puttenham - - N.S. 5		
45	†Ranmore, St. Barnabas' Ch. of E. 5		
44	†Redhill Reformatory.		
44	Redhill, St. John's - N.S. 7	200 0 0	1846
	" " - "	23 0 0	1856
	" " - "	12 3 0	1857
	" " - "	58 10 0	1860
44	Reigate - - N.S. 7	1,176 0 0	1855
48	†Richmond, Saint Mary's - - Par. 6		
48	Richmond, New, Sheen Vale, Infants Par. 5	107 0 0	1844
48	†Richmond, St. Elizabeth's - - R.C. 11		
48	†Richmond, St. John's District, Boys Ch. of E. 4		
48	Richmond, St. John's, (Clarence Street) Girls and Infants N.S. 4	40 0 0	1852
39	Ripley - - N.S. 5	120 0 0	1847
	" - - "	35 0 0	1858
34	†Rotherhithe, Amicable Society's - 6		
34	Rotherhithe, Ch. Ch. N.S. 2	324 0 0	1842
34	Rotherhithe (Clarence Street), Green Coat 2	246 0	1845
	SURREY—*cont.*		
34	Rotherhithe (Clarence Street), Ragged	650 0 0	1858
34	Rotherhithe, Holy Trinity - - N.S. 1	12 0 0	1846
	" " - "	28 0 0	1847
	" " - "	39 4 4	1857
	" " - "	7 11 6	1860
34	†Rotherhithe, Midway Place - - B.S. 11		
34	†Rotherhithe - - R.C. 5		
34	Rotherhithe, St. Mary's (Deptford Road) - - N.S. 7	*200 0 0	1837
	" " - "	*88 0 0	1837
	" " - "	24 0 0	1848
34	Rotherhithe, Saint Paul's (Surrey Canal) - - N.S. 1	132 0 0	1847
34	*Rotherhithe (Silver Street)* - - B.S. *a*	*100 0 0	1837
34	†Rotherhithe, United Society's - - 1		
41	*Seal and Tongham* - N.S.	105 0 0	1850
39	*Send* - - - N.S.	225 10 6	1855
42	Shalford - - N.S. 5	481 4 0	1856
39	*Shere* - - N.S.	100 0 0	1843
	†South Metropolitan District - - P.U.		
	†Southwark, Bridewell, House of Occupation.		
29	†Southwark Chapel - Wes. 11		
29	†Southwark, Dean Street - - B.S. 12		
29	Southwark, Saint George the Martyr N.S. 2	*225 0 0	1839
	" " - "	86 0 0	1848
	" " - "	26 13 4	1850
29	†Southwark, Saint George the Martyr P.U.		
29	†Southwark, Saint George's - - R.C. 1		
29	†Southwark, Saint Joseph's (Maypole Alley) - - R.C. 4		
29	†Southwark, Saint Jude's - - N.S. 6		
29	†Southwark, Saint Jude's, Infants - N.S. 6		
29	Southwark, Saint Mary's - - N.S. 12	405 0 0	1843
	" " - "	182 0 0	1846
29	†Southwark, Saint Michael's - - N.S. 5		
29	Southwark, St. Paul's Ch. of E. 11	400 0 0	1855
29	Southwark, Saint Peter's - - N.S. 2	312 0 0	1848
29	*Southwark, Saint Stephen's* - - N.S.	306 0 0	1850
	" " - "	18 7 5	1857
31	Stockwell, British and Foreign Society's Practising 11	642 13 0	1861
31	†Stockwell (Chapel Street) - - N.S. 3		
31	†Stockwell, Saint Michael's (Ingleton Street) - N.S. 2		

a School closed.

b Inspection withdrawn.

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	SURREY—*cont.*		
31	†Stockwell, South Street, Inf. - Ch. of E. 3		
39	Stoke-next-Guildford Ch. of E. 5	819 0 0	1857
32	†Streatham - - N.S. 4		
32	†Streatham, Ch. Ch. N.S. 5		
32	Streatham Common, "Immanuel" Ch. of E. 4	813 0 0	1862
47	Surbiton - - N.S. 11	271 0 0	1849
	" - - "	329 0 0	1857
	†Surrey (North), District - - P.U.		
37	Sutton - - N.S. 4	400 0 0	1855
45	†Tandridge - Ch. of E. 7		
45	†Tandridge, Oxted, and Godstone - N.S. 7		
131	Thorpe - - N.S. 7	84 0 0	1847
42	Thursley - - N.S.	16 2 0	1857
32	†Tooting (Drouett's Pauper).		
32	†Tooting, Lower, Boys and Girls - - Par. 5	78 15 0	1864
32	Tooting, Parochial, Infants - Ch. of E. 5	492 0 0	1855
31	†Tulse Hill - Ch. of E. 2		
31	Vauxhall, St. Peter's N.S. 12	1,930 0 0	1861
31	†Vauxhall Walk - Wes. 11		
131	*Virginia Water* - N.S. 7	108 0 0	1844
38	Walton-on-Thames Ch. of E. 5	526 0 0	1858
30	†Walworth, Beresford Chapel - - 12		
30	*Walworth (Mount Street)* - - B.S.	*30 0 0	1839
30	†Walworth, Saint John's - - N.S. 4		
30	†Walworth, St. John's, Girls - N.S. 4		
30	Walworth, Saint Peter's - -N.S. 9	403 10 0	1852
32	Wandsworth, All Saints - - N.S. 1	*50 0 0	1836
32	†Wandsworth, Bridge House Reformatory.		
32	†Wandsworth, Family Home.		
32	Wandsworth, Point Pleasant - - B.S. 11	75 0 0	1857
32	Wandsworth, Saint Anne's - Ch. of E. 4	740 0	1859
32	†Wandsworth, St. Mary's (Summer's Town), Boys' and Girls' - Ch. of E. 5		
32	*Wandsworth (Summer's Town), Infants* - - N.S	43 10 0	1852
39	†Waverley Compton - N.S.	*a*	
43	Westcott - - N.S. 5	500 0 0	1854
31	†Westow Hill - B.S. 11		
38	†Weybridge - - N.S. 7		
47	Wimbledon - - N.S. 6	*50 0 0	1836
38	Windlesham - - N.S. 5	64 0 0	1864
42	†Witley - - N.S. 5		
39	Woking - - N.S. 5	200 0 0	1849
39	†Woking, Infants' - N.S.		
39	Woking, St. John's Ch. of E. 5	189 0 0	1856
	SURREY—*cont.*		
42	Wonersh - - N.S. 5	80 0 0	1842
	" - - "	25 0 0	1844
39	*Worplesdon* - Ch. of E.	381 6 0	1862
43	†Wotton - - Par. 7		
40	Wrecclesham - - N.S. 5	45 0 0	1841
	" - - "	30 0 0	1849
	" - - "	189 0 0	1856
	" - - "	447 8 0	1860
40	†York Town - - N.S. 5		
	SUSSEX.		
83	*Albourne* - - N.S.	52 0 0	1844
78	*Alfriston* - - N.S.	58 10 0	1845
90	†Arundel - Ch. of E. 11		
90	†Arundel, Saint Philip's - - R.C. 10		
84	*Barcombe (Church Meadow)* - - N.S.	*48 0 0	1842
77	Battle and Langdon N.S. 2	204 0 0	1847
	" - - "	178 8 0	1862
84	*Beddingham* - N.S.	53 0 0	1846
	" - - "	29 10 0	1859
87	†Beeding, Lower, Holy Trinity - N.S. 5		
84	*Berwick* - - N.S.	108 0 0	1854
77	†Bexhill - - N.S. 2		
77	†Bexhill, St. Mark's - N.S. 2		
88	†Billinghurst Ch. of E. 5		
84	*Bishopstone* - - N.S.	127 0 0	1850
79	Bodle Street Green, St. John's - Ch. of E. 1	319 18 6	1862
83	*Bolney* - - N.S.	*35 0 0	1839
94	*Bosham* - - N.S.	*90 0 0	1835
91	†Boxgrove - Ch. of E. 11		
75	Brede - - N.S. 2	85 0 0	1843
	" - - "	46 0 0	1845
77	Brightling - - N.S. 1	158 0 0	1857
85	Brighton, All Souls' Ch. of E. 9	100 0 0	1857
85	Brighton (Central) - N.S. 9	110 0 0	1849
85	†Brighton, Ch. Ch. - N.S.		
85	Brighton (Chichester Diocesan), Female Practising - - 9	300 0 0	1855
85	Brighton (Eastern Rd.), Royal - B.S.	118 0 0	1859
85	†Brighton (Kemp Town), St. Mark's N.S. 9		
85	*Brighton (Kent's Court)* - - N.S.	*75 0 0	1837
85	*Brighton (North Lane)* - - B.S.	*300 0 0	1837
85	†Brighton (North Lane) - - N.S.		
85	*Brighton (Middle Street), Union Charity* - - B.S.	*250 0 0	1838
85	Brighton, St. John's N.S. 9	560 0 0	1847
	" " - "	51 10 0	1854
	" - - "	110 6 8	1854
85	‡Brighton, St. John's R.C.		
85	†Brighton, St. Margaret's Industrial - 9		
85	†Brighton, St. Mary's R.C. 10		
85	†Brighton, St. Nicholas' - - Ch. of E. 9		
85	†Brighton, St. Paul's N.S. 9		
85	Brighton, St. Stephen's - - N.S. 9	151 0 0	1856

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	SUSSEX—*cont.*		
85	Brighton (Warwick Street) - - N.S. 9	50 0 0	1842
90	*Broadwater* - - N.S.	80 0 0	1840
90	*Burpham* - - N.S.	25 0 0	1840
80	Burwash - - N.S. 1	218 0 0	1847
	" - - "	7 1 8	1850
	" - - "	155 0 0	1860
92	*Bury* - - N.S.	90 0 0	1848
81	Buxted - - N.S.	222 0 0	1858
	" - - "	101 0 0	1859
77	Catsfield - - N.S. 2	110 0 0	1845
	" - - "	15 0 0	1846
	" - - "	12 15 4	1857
	" - - "		
84	Chailey - - N.S. 11	350 0 0	1855
92	†Chichester (Central) N.S. 11		
92	*Chichester (Little London)* - - B.S.	198 0 0	1848
92	Chichester, St. Pancras', Infants - N.S. 11	100 0 0	1843
92	Chichester (Tower Street) - - B.S. 7	84 3 4	1853
79	*Chiddingley* - - N.S.	80 0 0	1850
83	Clayton and Keymer N.S. 11	*50 0 0	1839
94	*Compton and Upmarden* - - N.S.	90 0 0	1848
82	†Crawley Down - N.S.		
83	Cuckfield and Balcombe - - N.S. 5	160 0 0	1846
77	Dallington - - N.S. 2	35 0 0	1854
84	Ditchling - - N.S. 10	*75 0 0	1838
78	Eastbourne - - N.S. 11	64 0 0	1855
91	*Eastergate* - - N.S.	*50 0 0	1838
93	*Elsted* - - N.S.	*34 0 0	1838
80	Etchingham - - N.S. 3	150 0 0	1862
84	†Falmer - - N.S. 10		
89	†Findon - - Par. 10		
84	Firle, West - - N.S.	140 0 0	1846
92	Fittleworth Ch. of E. 5	111 5 0	1863
81	†Fletching - - N.S.		
80	Flimwell - - N.S. 1	84 0 0	1848
82	Forest Row - - N.S. 3	160 10 0	1852
	" - - "	67 0 0	1854
81	*Framfield* - - N.S.	*65 0 0	1837
81	†Frankham - Ch. of E. 6		
80	†Frant (Free) - N.S. 6		
94	†Funtington - - N.S. 11		
84	†Glynde - - N.S. 10	35 1 3	1864
82	Grinstead, East - N.S. 5	672 0 0	1861
87	†Grinstead, West Ch. of E. 5		
81	Hadlow Down - N.S. 3	*75 0 0	1838
	" - - "	60 0 0	1850
79	Hailsham - - N.S. 2	44 0 0	1859
76	†Halton, Saint Clement's - - N.S. 2		
91	†Hampnett, West - P.U.		
82	Hartfield - - N.S. 3	100 0 0	1842
	" - - "	8 10 0	1854
	" - - "	90 0 0	1859
76	Hastings - - B.S. 7	*250 0 0	1836
76	Hastings, All Saints' and St. Clement's N.S. 2	*220 0 0	1836
	" " - "	213 3 4	1853
	" " - "	200 0 0	1855
	" " - "	185 0 0	1856
76	Hastings, St. Mary's N.S. 2	168 0 0	1841
86	†Hawkenbury - Ch. of E.		
83	†Hayward's Heath - N.S. 5		
79	†Heathfield - - N.S. 1		
84	*Heighton, South* Ch. of E.	203 12 0	1861

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	SUSSEX—*cont.*		
79	Hellingley - - N.S. 2	170 0 0	1845
86	Henfield - - N.S. 10	53 0 0	1845
92	*Heyshott* - - N.S.	67 0 0	1863
82	Hoathley, West - N.S. 1	45 0 0	1844
	" " - "	15 0 0	1854
79	Hooe - - N.S. 2	22 0 0	1846
87	Horsham - - N.S.	94 13 0	1863
81	†Horsted, Little - N.S. 5		
86	Hove, Eastern - N.S. 9	77 0 0	1842
	" " - "	45 0 0	1859
86	Hove, Western - N.S. 9	469 0 0	1858
79	†Hurstmonceaux - N.S. 1		
83	†Hurst Pierrepoint - N.S. 10		
75	Icklesham - - N.S. 2	110 0 0	1846
93	†Iping - - B.S.		
81	*Isfield* - - N.S.	*50 0 0	1840
91	†Lavant - Ch. of E. 11		
76	Leonard's, Saint, on Sea - - N.S. 2	*60 0 0	1836
	" " - "	396 0 0	1848
	" " - "	109 2 6	1861
76	†Leonard's, Saint, on Sea, All Souls' - R.C. *a*		
76	Leonard's, Saint, on Sea, St. Mary Magdalene's, Indust. Ch. of E. 2	684 0 0	1857
84	Lewes, All Saints - N.S. 10	248 0 0	1841
84	†Lewes, All Saints, and Southover, Infants' - - N.S. 10		
84	Lewes - - B.S. 7	79 0 0	1856
	" - - "	56 15 0	1862
84	†Lewes - - N.S. 10		
83	*Lindfield* - - N.S.	95 10 0	1852
83	†Lindfield, St. John's N.S. *b*		
90	*Littlehampton* - N.S.	105 0 0	1846
93	Lodsworth - - N.S. 5	80 0 0	1846
	" - - "	8 10 0	1856
93	*Lurgashall* - - N.S.	80 0 0	1845
	" - - "	10 0 0	1845
81	†Mayfield, Boys - N.S. 3		
81	†Mayfield, Girls - N.S. 3		
91	*Merston* - - N.S.	37 0 0	1842
93	*Midhurst* - - N.S.	170 0 0	1855
77	Mountfield and Whatlington - - N.S. 3	52 0 0	1850
77	†Netherfield - - N.S. 2		
84	Newhaven - - N.S. 10	130 0 0	1844
79	*Ninfield* - - N.S.	100 0 0	1854
89	*North Heath* - N.S.	146 0 0	1858
75	Northiam - - N.S.	58 0 0	1857
94	*Nuthourne* - - N.S.	96 16 0	1859
87	†Nuthurst - - N.S. 5		
84	Offham - - N.S. 10	55 10 0	1850
83	Patcham - - N.S. 10	107 0 0	1854
75	*Peasmarsh* - - N.S.	140 0 0	1844
	" - - "	29 0 0	1856
76	*Pett* - - N.S.	75 0 0	1848
88	†Petworth - - N.S. 5		
88	†Petworth, Girls and Infants - - N.S. 5		
84	*Plumpton* - - N.S.	*23 0 0	1838
79	*Polegate* - - N.S.	54 0 0	1849
90	*Poling* - - N.S.	87 4 0	1856
86	Portslade and Hangleton - - N.S. 10	66 10 0	1843
	" " - "	60 0 0	1853
86	Poynings - - N.S. 10	86 8 0	1859

b School sold.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	SUSSEX—*cont.*		
89	Pulborough - - N.S. 5	336 0 0	1858
83	*Pyecombe* - - N.S.	22 5 0	1845
84	*Ripe* - - N.S.	35 0 0	1843
	" - - "	35 0 0	1849
84	†Rodmell - - Par. 10		
81	†Rotherfield - - N.S. 3		
84	Rottingdean - N.S. 10	260 0 0	1860
90	*Rustington* - Ch. of E.	202 0 0	1850
75	†Rye - - Wes.		
75	Rye Harbour - Ch. of E. 2	190 19 0	1861
80	Salehurst - - N.S. 3	*75 0 0	1841
	" - - "	45 4 0	1864
83	Sayer's Common - N.S. 10	65 0 0	1843
78	Seaford - Ch. of E. 11	369 12 0	1859
84	†Selmeston - - N.S. 10		
91	†Selsey - - N.S. 11		
83	*Slaugham* - - N.S.	60 0 0	1841
87	Slinfold - - N.S.	80 0 0	1846
86	*Sompting* - - N.S.	*64 0 0	1839
78	Southbourne and Seaside - - N.S. 11	150 0 0	1852
	" " - "	27 10 0	1856
	" - - "	115 0 0	1859
87	†Southwater " - Ch. of E. 5		
86	Southwick - - N.S. 11	70 0 0	1844
77	†Staplecross - - Wes. 7		
86	Steyning - - N.S. 11	70 0 0	1841
	" - - "	399 0 0	1859
89	*Storrington* - - N.S.	*20 0 0	1836
94	Stoughton and Racton - - N.S.	62 10 0	1843
80	Ticehurst - - N.S. 1	350 0 0	1847
80	Tidebrook - - N.S. 1	212 0 0	1859
93	†Tillington - - N.S. 5		
81	†Twyford - - N.S. 3		
81	Uckfield - - N.S. 5	256 10 0	1851
80	Wadhurst - - N.S. 1	*100 0 0	1837
	" - - "	280 0 0	1855
80	†Wadhurst, Best Beech Hill District - Ch. of E.		
81	†Waldron - - N.S. 5		
89	Waltham, Cold - N.S. 5	82 0 0	1848
79	*Warbleton* - - N.S.	*50 0 0	1838
87	Warnham - - N.S. 5	74 0 0	1851
79	†Wartling - - N.S. 1		
94	Westbourne - - N.S. *a*	*90 0 0	1837
84	†Westmeston - - N.S.		
82	Withyham, St. John's N.S.	60 0 0	1840
	" " - "	16 15 0	1859
82	†Withyham, " Saint Michael's - - N.S. 3		
93	*Woolbeding* - - N.S.	181 0 0	1858
90	†Worthing, Davison's Infant - - N.S. 12		
90	*Worthing* - - N.S.	*100 0 0	1835
90	†Worthing - - Wes.		
	WARWICKSHIRE.		
405	Alcester - - N.S. 7	100 0 0	1844
	" - - "	6 18 6	1850
	" - - "	17 0 0	1854
396	†Allesley, Reformatory -		
395	†Ashted, St. James Ch. of E. 11		
395	Aston, Boys - - N.S. 11	351 0 0	1856
397	Atherstone, Boys, Girls, and Infants 8	150 0 0	1842
	" " - -	140 0 0	1855
	" " - -	51 8 6	1856
	" " - -	31 1 10	1856
398	Attleborough - N.S.	236 0 0	1849
	" - - "	6 13 4	1855
397	†Bentley - - N.S. 1		
396	†Bickenhill - - N.S. 8		
405	Bidford - - N.S. 6	50 0 0	1846
	" - - "	19 10 0	1854
	" - - "	13 2 6	1858
394	†Birmingham - Wes.		
394	Birmingham, All Saints' - - N.S. 11	616 0 0	1844
394	†Birmingham, All Saints, Nineveh, Infants - - 11		
394	Birmingham, All Saints (Heath Street) Protestant 10	233 15 0	1863
394	Birmingham Industrial - - B.S. 2	41 0 0	1855
394	Birmingham (Bishop Ryder's) - - N.S. 7	300 0 0	1842
	" " - "	150 0 0	1842
	" " - "	341 12 0	1861
	" " - "	119 0 0	1861
394	Birmingham, Ch. Ch. (Pinfold Street) N.S. 11	*400 0 0	1837
394	Birmingham, Saint Barnabas, Boys and Girls - - N.S. 6	576 11 3	1862
394	Birmingham, Saint Barnabas' (Ryland Street North), Infants - - N.S.	196 0 0	1849
394	†Birmingham, Church of the Saviour - B.S. 6		
394	†Birmingham, Girls' Reformatory - -		
394	Birmingham, Industrial Free - 10	495 0 0	1850
	" " - -	300 0 0	1855
	" " - -	200 0 0	1858
394	†Birmingham, Legge Street - - B.S. 6		
394	†Birmingham, New Jerusalem - B.S. 6		
394	†Birmingham, Oratory (Edgbaston) - R.C.		
394	†Birmingham, Asylum - - P.U.		
394	†Birmingham, Saint Anne's (Alcester Street) - - R.C. 10		
394	Birmingham, Saint Bartholomew's - N.S. 8	*150 0 0	1854
	" " - "	115 0 0	1840
	" " - "	257 10 0	1851
394	†Birmingham, Saint Chad's - - R.C. 10		
394	Birmingham, Saint George's (Russell Street) - - N.S. 9	*300 0 0	1834
	" " - "	230 0 0	1843
	" " - "	200 0 0	1845
	" " - "	100 0 0	1847
	" " - "	8 11 8	1852
	" " - "	45 0 0	1855
	" " - "	54 0 0	1858
	" " - "	125 15 0	1863

a Inspection lapsed and declined.

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	WARWICKSHIRE—*cont.*		
394	Birmingham, St. Clement's, Nechells - N.S. 10	1,200 0 0	1859
394	Birmingham, Saint John's - - R.C. 10	858 0 0	1861
394	Birmingham, Saint Jude's - Ch. of E. 6	555 4 0	1862
394	Birmingham, Saint Luke's (Edgbaston) N.S. 10	370 0 0	1843
	" " - "	133 0 0	1845
	" " - "	13 6 8	1850
394	Birmingham, Saint Luke's (Macdonald Street) - N.S. 2	177 0 0	1850
394	*Birmingham, Saint Mark's (Helena Street)* - - N.S.	89 10 0	1850
394	Birmingham, Saint Mark's (St. Mark's Street) - - N.S. 9	492 0 0	1844
	" " - "	12 16 4	1849
394	Birmingham, Saint Mary's - - N.S. 10	750 0 0	1846
394	†Birmingham, Saint Mary's, Boys - R.C. 10		
394	†Birmingham, Saint Mary's, Girls - R.C. 10		
394	Birmingham, Saint Matthew's - N.S. 7	691 0 0	1841
	" " - "	56 10 0	1846
	" " - "	25 3 10	1859
	" " - "	440 0 0	1860
394	Birmingham, Saint Matthias' (Farm Street) - - N.S. 8	150 0 0	1849
394	Birmingham, Saint Matthias' (Wheeler Street) - - N.S. 8	1,200 0 0	1858
394	†Birmingham, Saint Nicholas' - - R.C.		
394	†Birmingham, Saint Patrick's - - R.C. 10		
394	Birmingham, Saint Paul's - - N.S. 9	788 0 0	1846
394	Birmingham, Saint Peter's (Moor St.) N.S.	531 0 0	1844
394	*Birmingham, Saint Peter's (London Prentice Street), Infants* - - N.S.	73 10 0	1849
394	†Birmingham, Saint Peter's - - R.C. 10		
394	Birmingham, Saint Philip's - - N.S. 7	500 0 0	1843
394	Birmingham, Saint Stephen's - - N.S. 11	823 0 0	1845
	" " - "	12 12 0	1857
394	Birmingham, Saint Thomas' (Holloway Head Street) - N.S. 8	235 0 0	1842
	" " - "	80 0 0	1854
394	Birmingham, Saint Thomas' Branch, Infants (Holliday Street) - - N.S. 8	171 0 0	1850
394	†Birmingham, Steelhouse Lane - B.S. 6		
394	†Birmingham, Unitarian Domestic Mission - - 6		
395	Bordesley, St. Andrew's (Smallheath) Boys and Girls - - N.S. 2	516 0 0	1862
395	*Bordesley, St. Andrews', Infants* - N.S.	99 0 0	1850
401	†Bourton - Ch. of E. 5		
406	Brailes - Ch. of E. 6	397 0 0	1859
401	Brinklow - - N.S. 4	377 10 0	1856
395	Bromwich, Little - N.S. 11	105 12 0	1860
403	†Budbrooke - Ch. of E. 6		
398	Bulkington, Saint James' - - Ch. of E. 5	609 0 0	1862
398	*Chilvers Coton* - N.S. *a*	104 0 0	1846
404	Claverdon - - N.S.	100 0 0	1849
	" - - "	140 0 0	1858
401	Clifton on Dunsmoor N.S. 5	186 0 0	1851
404	†Combroke - - 11		
407	*Compton (Fenny)* - N.S.	*54 0 0	1834
162	†Compton, Long, Infant - - 6		
396	‡Corley Moor - N.S.		
400	†Coventry, Girls' Blue Coat - - 4		
400	Coventry, Holy Trinity - - N.S. 4	1,337 0 0	1854
	" " - "	12 10 0	1858
400	Coventry, St. John's N.S.	*120 0 0	1840
400	Coventry, Saint Michael's - - N.S. 4	1,200 0 0	1855
400	†Coventry, St. Mary's R.C. 4		
400	†Coventry, St. Mary's, Red Lane, late St. Michael's, Branch.		
400	†Coventry, St. Osburg's - - R.C. 9		
400	Coventry, St. Peter's N.S. 4	186 0 0	1844
	" " "	75 0 0	1852
	" " "	28 17 6	1857
400	*Coventry, St. Nicholas' Place, Boys* - B.S.	*125 0 0	1842
400	*Coventry, Vicar Lane* - - B.S.	b*200 0 0	1835
403	Cubington - - N.S. 8	220 0 0	1846
395	Deritend, St. John's N.S. 9	267 0 0	1849
	" " "	95 5 0	1853
401	Dunchurch - - N.S.	*106 0 0	1838
	" - - "	42 0 0	1847
	" - - "	8 5 0	1852
404	†Eatington - - N.S. 2		
393	†Edgbaston - - Par. 10		
393	Edgbaston, Saint George's - - N.S. 10	182 0 0	1854
393	Edgbaston, Saint James' - Ch. of E. 6	595 0 0	1861
395	*Erdington, Infants* B.S.	100 0 0	1840
395	†Erdington - - R.C. 9		
399	†Exhall - - N.S.		
401	*Grandborough* - N.S.	54 10 0	1841
406	‡Halford - - N.S.		
403	†Hampton-on-the-Hill - - R.C. 1		
401	*Harborough Magna* N.S.	88 0 0	1846
407	Harbury - - N.S. 8	396 0 0	1856
397	Hartshill - - N.S. 4	148 10 0	1853
405	†Headless Cross - N.S. 11		
404	Henley in Arden - N.S. 6	95 0 0	1862
404	†Henley in Arden - B.S. 6		

a School closed.

b Grant repaid in 1847 to the Lords of Her Majesty's Treasury.

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	WARWICKSHIRE—*cont.*		
403	Hunningham Ch. of E. 4	246 0 0	1860
406	Ilmington - - N.S.	308 0 0	1859
407	*Itchington, Bishop's* N.S.	*37 0 0	1838
407	Itchington, Long - N.S. 7	502 0 0	1857
403	Kenilworth, Saint Nicholas - - N.S. 7	*57 0 0	1836
	" " "	599 0 0	1860
403	†Kenilworth, Saint Austin's - - R.C.		
403	Kenilworth, Saint John's - - N.S. 7	212 0 0	1855
399	Keresley and Coundon - - N.S. 4	112 10 0	1852
376	Kingsbury Endowed N.S. 1	6 5 10	1840
	" " "	21 8 0	1854
	" " "	30 0 0	1857
405	Kinwarton and Great Alne - - N.S. 7	50 0 0	1841
	" " - "	7 0 0	1846
	" " - "	11 10 0	1853
405	*Kinwarton and Great Alne Sunday* -	*30 0 0	1836
394	Ladywood, Saint John's - - N.S. 7	1,320 0 0	1857
	" " - "	262 0 0	1861
394	Ladywood, Saint John's, Infants, (Ichnield Port Road - Ch. of E. 7	162 16 3	1862
396	†Lea Marston Ch. of E. 1		
403	†Leamington - B.S. 6		
403	†Leamington - N.S. 11		
403	*Leamington Priors* N.S.	1,100 0 0	1859
403	†Leamington, Saint John's - - N.S. 11		
403	†Leamington, Saint Mary's - - N.S. 11		
403	†Leamington Priors R.C.		
403	†Leamington Priors Wes. 6		
407	†Lighthorn.		
404	*Loxley* - - N.S.	10 10 0	1856
395	†Lozells, St. Silas' - N.S. 10		
405	†Mappleborough Grn. N.S. 11		
401	Marton - - N.S. 3	212 0 0	1860
	‡Mount Carmel - R.C.		
407	Napton on the Hill N.S. 11	40 0 0	1844
	" - "	24 0 0	1851
398	Nuneaton (Abbey End) Infants - N.S.	241 0 0	1849
398	Nuneaton (Church Lane) - - N.S. 5	618 0 0	1859
403	†Offchurch (Lady Aylesford's) - 8		
396	†Packington (Earl of Aylesford's) - 8		
408	Pailton - - N.S. 5	121 0 0	1848
	" - - "	252 0 0	1854
163	Ratley - Ch. of E.	117 0 0	1850
403	Rowington - - N.S. 6	196 0 0	1861
401	Rugby (Elborow's) N.S. 5	29 19 0	1851
401	*Rugby New Parochial (in St. Matthew's District)* -	275 0 0	1853
401	Rugby, St. Matthew's N.S. 5	100 0 0	1846
	" " - "	9 10 0	1853
	" " - "	65 0 0	1854
401	†Rugby, Trinity - Par. 5		
401	†Rugby - - Wes. 5		
401	†Rugby - - R.C.		
401	*Ryton on Dunsmore* - Ch. of E.	196 8 0	1862
395	†Saltley, Reformatory.		
395	Saltley (Worcester Diocesan) Practising 7	200 0 0	1853
402	Shirley, Endowed Ch. of E. 6	*65 0 0	1836
	" " - "	187 0 0	1852
	" " - "	15 2 6	1855
	" " - "	19 0 0	1856
404	Snitterfield - N.S.	*100 0 0	1838
	" - - "	25 0 0	1861
402	†Solihull, Lower, Free - - N.S. 6		
402	†Solihull, Palmers, Charity, Girls - 6		
407	Southam Independent 4	46 0 0	1840
398	Stockingford - N.S. 5	64 0 0	1848
	" - - "	2 5 0	1850
	" - - "	538 0 0	1855
407	Stockton - N.S. 11	30 0 0	1844
	" - - "	25 4 4	1858
399	Stoke - - N.S. 4	63 10 0	1841
	" - - "	12 10 0	1858
403	†Stoneleigh - Par. 11		
406	*Stowerton* - N.S.	40 0 0	1841
404	Stratford-on-Avon - N.S. 2	230 0 0	1846
	" " - "	81 11 8	1859
401	Stretton-on-Dunsmore - - N.S. 5	232 14 2	1863
405	Studley - - N.S. 11	*35 0 0	1837
	" - - "	17 12 4	1856
	" - - "	257 0 0	1858
	" - - "	65 0 0	1861
395	†Sutton-Coldfield - R.C.		
401	*Thurlaston* - - N.S.	138 15 0	1850
406	Tysoe - Ch. of E. 6	554 0 0	1858
399	Walsgrave-on-Sowe N.S. 4	10 10 0	1859
404	†Walton - Ch. of E. 8		
375	*Warton* - Ch. of E.	267 0 0	1858
403	†Warwick - - B.S. 6		
403	Warwick, High St. Chapel - - B.S. 5	281 0 0	1859
403	Warwick, St. Mary's N.S. 6	*150 0 0	1836
	" " - "	55 0 0	1847
	" " - "	20 0 0	1849
	" " - "	30 0 0	1853
	" " - "	62 0 0	1855
403	*Warwick, St. Mary's and St. Paul's, Infants* - - N.S.	162 0 0	1849
403	†Warwickshire Reformatory.		
404	*Wellesbourne* Ch. of E.	185 10 9	1864
403	†Westwood, Canley Hill - - N.S. 11		
401	†Whichford - - 6		
376	†Wilnecote - - N.S.		
395	†Wishaw - - N.S.		
401	†Wolston - Ch. of E. 4		
399	Wolvey - - N.S. 5	*53 0 0	1838
	" - - "	12 3 0	1859
404	*Wolton Wawen* - N.S.	208 0 0	1857
	WESTMORELAND.		
575	Ambleside - - N.S. 5	281 15 0	1863
573	Appleby, St. Laurence's - - B.S. 5	12 15 0	1849

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	WESTMORELAND—*cont.*		
575	*Applethwaite, St. Mary's* - Ch. of E.	50 0 0	1862
573	Bougate - - N.S. 2	65 0 0	1845
573	†Brough - - N.S. 2		
575	†Burneside Endowed 10		
575	†Burton - Ch of E. 3		
575	Casterton - - N.S.	42 0 0	1841
574	†Cliburn - - Sch. 2		
574	†Clifton - Ch. of E.		
573	†Dufton - - B.S. 5		
575	Firbank - Ch. of E. 4	112 4 0	1860
575	†Grasmere - Ch. of E. 5		
575	Grayrigg - - N.S. 5	32 0 0	1847
575	‡Helsington - - N.S.		
574	‡Helton - - N.S.		
575	Holme - - N.S.	82 10 0	1841
575	†Kendal - - P.U.		
575	Kendal - - Wes.	173 0 0	1848
575	Kendal, Boys - B.S. 5	*125 0 0	1835
	" " - "	69 5 4	1855
	" " - "	69 0 0	1858
575	Kendal - - N.S. 9	14 11 0	1849
	" - - "	14 0 0	1852
	" - - "	65 0 0	1854
	" - - "	47 6 0	1861
575	†Kendal (Castle Street), Girls and Infants B.S. 5		
575	†Kendal, Fellside - B.S. 5		
575	†Kendal, Parish Ch., Day - - 9		
575	Kendal, St. George's, Girls - - N.S. 9	243 10 0	1854
575	†Kendal, St. Thomas', Infants - - N.S.		
573	*Kirkby Stephen* - N.S.	*45 0 0	1834
575	Kirkby Lonsdale - N.S. 5	455 0 0	1858
575	†Langdale - Ch. of E. 5		
575	†Levens - Ch. of E. 3		
574	*Martindale* - - N.S.	*27 0 0	1835
573	†Marton, Long - Par. 2		
575	†Meal Bank - - B.S. 5		
573	*Ormside* - - N.S.	35 0 0	1854
575	†Staveley - - N.S. 5		
574	†Strickland, Great - N.S. 1		
573	†Tebay - - N.S. 2		
573	†Temple Sowerby Ch. of E. 1		
575	†Troutbeck - Ch. of E. 5		
573	*Warcop* - - N.S.	144 0 0	1863
575	†Windermere, Saint Mary's - - N.S. 5		
574	†Yanwath - Ch. of E. 2		
	WILTSHIRE.		
121	Aldbourne - - N.S. 4	306 0 0	1858
263	†Alderbury - - N.S. 10		
256	Allcannings - N.S. 3	26 14 8	1860
262	†Amesbury - - N.S. 1		
260	†Ashton - Ch. of E. 2		
259	†Ashton, Steeple - N.S. 11		
259	Ashton, West - N.S.	70 0 0	1847
	" " - "	62 5 0	1850
	" " - "	37 10 0	1854
255	*Avebury* - - Par.	40 0 0	1844
265	Barford, St. Martin N.S. 1	478 0 0	1854
121	†Bedwin, Great - N.S. 4		
121	Bedwin, Little - N.S. 4	328 0 0	1855
265	†Bemerton - - N.S. 1		
253	*Berwick Bassett* - N.S.	66 0 0	1848
253	*Biddestone* - N.S.	50 0 0	1844

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	WILTSHIRE—*cont.*		
250	Bishopstone (near Faringdon) - N.S.	126 0 0	1850
265	Bishopstone (near Salisbury) - N.S. 1	120 0 0	1855
	" " - "	9 8 6	1857
265	Bower Chalke - N.S. 1	40 0 0	1844
254	†Bowood School - 5		
253	†Box - - Ch. of E. 5		
258	†Bradford, Ch. Ch. - N.S. 11		
258	†Bradford-on-Avon - B.S. 7		
258	Bradford, Parish Church - - N.S. 11	*190 0 0	1836
	" " - "	28 8 6	1852
	" " - "	31 14 8	1852
267	*Bradley (Maiden)* - N.S.	65 0 0	1847
104	†Bramshaw (Warren's) Girls - - N.S. *a*		
259	Bratton - - B.S. 6	95 19 6	1846
259	Bratton - - N.S. 11	50 0 0	1846
254	Bremhill - - N.S. 5	150 0 0	1847
260	*Brixton Deverell* - N.S. *b*	*40 0 0	1836
265	Broad Chalke - N.S. 1	251 0 0	1861
251	Broadtown - - Par.	205 0 0	1859
256	†Bromham - - N.S.		
256	†Bromham - - B.S. 6		
258	Broughton Gifford - N.S.	90 13 4	1853
261	Burbage - - N.S. 4	276 0 0	1856
254	Calne, Boys - N.S. 5	45 0 0	1856
254	†Calne, Girls - N.S. 5		
254	†Calne (Lord Lansdowne's) Infant - 5		
254	†Calne, Middle, Endowed, Free Grammar.	*b*	
254	†Calne, Mrs. Guthrie's Juvenile - - 5		
253	†Castle Combe - N.S. 5		
263	†Charlton, All Saints Ch. of E. 1		
252	†Charlton Park - N.S. 4		
256	*Cheverell, Great* - N.S.	50 0 0	1845
256	†Cheverell, Little Ch. of E. 3		
266	Chilmark - - N.S. 3	283 0 0	1861
121	†Chilton-Folliatt - N.S. 4		
253	Chippenham - N.S.	*170 0 0	1837
253	†Chippenham - B.S. 6		
253	†Chippenham - P.U.		
253	Chippenham, Saint Paul's - Ch. of E. 5	776 0 0	1858
256	*Chirton* - - N.S.	40 0 0	1846
250	*Chisledon* - - N.S.	70 0 0	1841
256	†Chittoe - - N.S. 3		
262	†Cholderton - - Par. 1		
253	†Christian-Malford - N.S. 5		
118	Chute - - N.S. 7	336 0 0	1859
261	Collingbourne Ducis N.S. 4	340 0 0	1862
261	†Collingbourne-Kingston - Ch. of E. 4		
263	Combe Bissett - N.S. 10	40 0 0	1846
	" " - "	7 10 0	1854
254	Compton Bassett - N.S. 5	53 0 0	1843
253	†Corsham - - B.S. 6	*100 0 0	1840
	" - - "	19 3 0	1855
	" - - "	22 14 0	1857
253	†Corsham Pickwick District - - N.S. 5		
253	*Corsham Side* - Ch. of E.	215 15 0	1864
260	*Corsley* - - N.S.	150 0 0	1847
251	Cricklade - - N.S. 6	108 0 0	1843

a Amalgamated with Bramshaw N.S., Hants.

b Removed from inspection.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	WILTSHIRE—*cont.*		
260	†Crockerton - - N.S. 2		
252	Crudwell - - N.S. 4	120 0 0	1858
103	Damerham - - N.S. 1	260 0 0	1859
108	†Dean, West - Ch. of E. 7		
254	Derry Hill - - N.S. 5	90 0 0	1844
	" - - "	42 0 0	1848
260	†Deverill, Longbridge N.S. 2		
256	Devizes - - B.S. 7	*140 0 0	1834
	" - - "	52 10 0	1860
256	†Devizes, Town (Bridewell Street), Girls N.S. *a*		
256	†Devizes, Town (Sheep Street) Boys - N.S. 3		
259	Dilton's Marsh - N.S. 2	200 0 0	1848
	" " - "	17 10 0	1864
259	†Dilton's Marsh, Infant - - B.S. 7		
266	*Donhead, St. Mary's* N.S.	*29 0 0	1837
263	Downton - - B.S. 5	150 0 0	1841
	" - - "	11 6 8	1847
	" - - "	33 0 0	1850
	" - - "	50 0 0	1856
263	Downton - - N.S. 10	162 0 0	1847
262	†Durrington - - Par. 9		
256	†Erchfont - - N.S. 3		
261	*Everleigh* - - N.S.	70 0 0	1845
262	†Figheldean - - N.S. 1		
263	Fisherton Anger - N.S. 1	180 0 0	1843
266	*Fonthill Bishop* - N.S.	37 10 0	1841
266	*Fonthill Gifford* - N.S.	41 0 0	1846
121	†Fosbury - Ch. of E. 4		
265	*Fovant* - - N.S.	105 0 0	1848
254	†Foxham.		
121	†Grafton, East - N.S. 4		
263	*Grimstead, West* - N.S.	101 0 0	1856
252	Hankerton - - N.S.	52 0 0	1852
263	†Harnham, East - Ch. of E. 2		
263	Harnham, West - N.S. 10	120 0 0	1863
254	†Heddington - - N.S. 3		
260	Heytesbury - - N.S. 2	*150 0 0	1838
	" - - "	155 0 0	1860
256	Highworth - - N.S. 6	*100 0 0	1837
250	†Highworth and Swindon - - P.U.		
254	‡Hillmarton - - N.S.		
257	Hilperton - - N.S. 11	70 0 0	1846
266	†Hindon - - N.S. 3		
255	*Hinton (Broad), Endowed* - - N.S.	80 0 0	1846
	" " - "	80 0 0	1848
250	Hinton, Little" - N.S.	65 0 0	1850
258	*Holt* - - N.S.	*40 0 0	1835
260	†Horningsham - N.S. 2		
260	*Imber* - - N.S.	*34 0 0	1837
253	Kington Langley - N.S. 5	116 0 0	1857
267	Knoyle, East - - N.S. 3	*31 0 0	1839
	" - - "	10 17 2	1859
	" - - "	7 0 0	1859
253	†Lacock - - N.S. 11		
263	Landford - - N.S. 1	45 0 0	1843
251	†Latton - - Par. 6		
263	Laverstock - - N.S. 1	5 0 0	1857
256	Lavington (Market) N.S. 3	140 0 0	1846
258	Limpley Stoke - N.S.	75 0 0	1845
118	†Ludgershall - - N.S. 7		
266	Ludwell - - N.S. 3	70 0 0	1842
251	*Lydiard Millicent* - N.S.	48 0 0	1843
	" " - "	25 0 0	1846
	" " - "	82 0 10	1859

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	WILTSHIRE—*cont.*		
251	Lydiard Tregoz - N.S. 6	257 12 0	1861
251	Lyneham - - N.S. 6	166 2 6	1862
251	Lyneham (Clack) - N.S. 6	198 12 0	1861
262	†Maddington - - N.S. 1		
252	Malmesbury and Westport - - Ch. of E. 4	600 0 0	1857
252	†Malmesbury - Ch. of E. 4		
256	*Marden* - - N.S.	25 0 0	1844
255	Marlborough, Saint Mary's - - N.S. 4	210 0 0	1850
	" " - "	185 0 0	1861
255	Marlborough, Saint Peter's - - N.S. 4	500 0 0	1854
103	*Martin* - - N.S.	123 0 0	1858
257	Melksham - - B.S. 7	64 6 8	1856
257	Melksham - - N.S. 11	154 0 0	1840
	" - - "	27 4 4	1852
257	†Melksham - - P.U.		
267	Mere - - - N.S. 3	207 0 0	1841
	" - - "	40 0 0	1846
252	*Minety St. Leonard's* N.S.	116 0 0	1847
261	†Netheravon - - N.S.		
265	†Netherhampton - N.S.		
253	Nettleton and Burton - - N.S. 5	69 0 0	1850
	" " - "	27 6 0	1859
339	Newnton, Long - N.S. 2	264 0 0	1860
265	†Newton, South - N.S. 10		
262	*Newton Tony* - Par.	73 0 0	1857
260	*Norton Bavant* Ch. of E.	29 0 0	1843
263	†Nunton - - N.S. 10		
256	*Patney* - - N.S.	*25 0 0	1835
261	Pewsey - - N.S. 4	*75 0 0	1840
	" - - "	19 12 10	1861
261	*Pewsey, Saint John Baptist* - - N.S.	171 5 0	1863
253	*Pickwick* - - N.S.	444 0 0	1858
263	†Pitton - - N.S. 1		
107	Plaitford - - N.S. 1	84 0 0	1855
	" - - "	27 9 4	1858
340	Pool Keynes - N.S. 6	86 0 0	1847
	" " - - "	9 5 0	1855
251	Purton - - N.S. 6	584 0 0	1861
263	†Redlynch - - N.S.		
259	Road Hill - - N.S. 11	*60 0 0	1835
256	†Rowde - - N.S. 3		
264	†Salisbury, Infant - 10		
264	†Salisbury, Model, Girls - - N.S. 1		
264	†Salisbury - - P.U.		
264	Salisbury, St. Edmund's, Practising - - - 10	1,361 0 0	1860
264	*Salisbury, St. Edmund's Sunday* - -	*40 0 0	1835
264	Salisbury, St. Martin's - - N.S. 10	21 0 0	1851
264	Salisbury, St. Thomas' - - N.S. 10	479 0 0	1863
264	†Salisbury - - Wes. 5		
255	†Savernake - - N.S. 4		
253	*Seagry* - - N.S.	50 0 0	1851
257	†Seend Girls' Church -		
266	Semley - - N.S. 3	50 0 0	1841
	" - - "	8 0 0	1863
257	†Shaw and Witley - N.S.		
252	†Sherston, Infants - B.S. 6		
252	Sherston Magna - N.S. 4	130 0 0	1846
	" " - "	40 0 0	1858

a Amalgamated with Devizes, Town, Sheep-street, Boys, N.S.

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	WILTSHIRE—*cont.*		
262	†Shrewton - - N.S. 1		
340	Somerford Keynes, Ch. of E. 6	214 0 0	1860
256	*Southbroom* - N.S.	*50 0 0	1834
265	†Stapleford - - Par. 1		
257	†Staverton - - N.S. 11		
255	Steeple Langford - N.S. 1	286 0 0	1861
256	*Stert* - - - N.S.	20 0 0	1841
254	*Stockley* - - N.S.	117 0 0	1856
	" - - "	58 0 0	1858
263	Stratford-sub-Castle N.S.	37 10 0	1842
259	*Stratton, St. Margaret's* - - N.S.	*35 0 0	1837
254	Studley, St. John's - N.S. 11	381 0 0	1855
253	*Sutton Benger* - N.S.	42 0 0	1850
269	†Sutton Veny - Ch. of E. 2		
266	*Swallowcliffe* - N.S.	45 0 0	1844
260	Swindon - - N.S. 6	*85 0 0	1837
	" - - "	47 0 0	1857
260	Swindon, New (Great Western Railways) N.S. 6	300 0 0	1846
	" " - "	293 0 0	1858
260	†Swindon, Old, Infts. N.S. 6		
266	Tisbury - - N.S. 3	175 0 0	1843
	" - - "	124 0 0	1855
257	†Trowbridge - - B.S. 7		
257	Trowbridge - - N.S. 11	726 0 0	1846
257	Trowbridge, Holy Trinity - - N.S. 11	*105 0 0	1837
	" " - "	8 0 0	1851
260	*Upton Scudamore* - N.S.	*30 0 0	1839
260	†Wanborough - Par.		
260	Warminster - - B.S. 6	*155 0 0	1837
260	Warminster - - N.S. 2	*460 0 0	1835
	" - - "	200 0 0	1845
	" - - "	91 0 0	1846
259	Westbury - - N.S. 11	150 0 0	1847
259	†Westbury, Boys - B.S. 6		
259	†Westbury, Girls - B.S. 6		
259	†Westbury, Heywood House - - N.S. 11		
259	†Westbury, Leigh - Ch. of E.	*a*	
258	*Westwood* - - N.S.	53 0 0	1842
	" - - "	20 0 0	1853
263	Whiteparish - N.S. 1	100 0 0	1842
265	†Wilton - - N.S. 10		
	†Wilts, Reformatory.		
262	‡Winterbourne, Earl's N.S.		
255	*Winterbourne Monkton* - - - Par.	25 0 0	1845
262	†Winterbourne-Stoke N.S. 10		
263	Winterslow - - N.S. 1	10 10 0	1862
251	Wootton Bassett - B.S. 6	348 0 0	1859
251	Wootton Bassett - N.S. 6	40 0 0	1842
	" " - -	598 0 0	1862
261	Wootton Rivers - N.S.	90 0 0	1864
258	*Wraxall, South* - N.S.	37 10 0	1842
265	*Wylie* - - N.S.	*45 0 0	1836
253	†Yatton Keynell - Ch. of E. 5		
267	*Zeals* - - - N.S.	42 0 0	1846
	WORCESTERSHIRE.		
386	Abberley, Free - Ch. of E. 1	292 0 0	1859
392	Alvechurch - - N.S. 2	252 0 0	1857
386	*Areley King's* - N.S.	55 0 0	1846
393	Balsall Heath, Saint Paul's - - N.S. 2	1,270 0 0	1857

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	WORCESTERSHIRE—*cont.*		
389	*Badsey and Wickhamford* - - N.S.	125 16 0	1855
391	*Barbourne St. Stephen's* - Ch of E.	254 0 0	1864
393	*Bartley Green* - N.S.	*50 0 0	1840
392	†Belbroughton - N.S. 4		
389	Bengeworth - - N.S. 11	150 0 0	1847
	" - - "	50 0 0	1848
388	*Berrow* - - N.S.	*45 0 0	1835
384	Bewdley - - N.S. 3	65 3 4	1859
384	Bewdley, Far Forest N.S.	60 0 0	1849
388	*Birts Morton* - N.S.	78 0 0	1861
406	†Blockley - - B.S. 2		
406	†Blockley, Upper Ch. of E. 11		
390	*Bredicot* - - N.S.	100 0 0	1845
	" - - "	30 6 6	1848
	" - - "	12 10 0	1856
389	*Bretforton* - - N.S.	75 0 0	1848
386	*Broadheath* - - N.S.	*18 0 0	1836
386	*Broadwas* - - Ch. of E.	62 13 9	1863
389	Broadway - - N.S. 11	150 0 0	1857
389	†Broadway, St. Mary's R.C. 5		
392	Bromsgrove - - N.S. 2	*200 0 0	1834
392	†Bromsgrove - - B.S. 6		
392	†Bromsgrove, Park Pl. R.C.		
392	Bromsgrove, The Lickey - - N.S. 2	295 0 0	1855
388	*Castle Morton* - N.S.	102 0 0	1849
391	*Claines* - - N.S.	*100 0 0	1841
391	Claines, St. George's N.S. 11	*123 0 0	1835
389	*Cleeve Prior* - Ch. of E.	106 0 0	1859
392	†Clent - - - N.S. 6		
386	Clifton-on-Teme - N.S. 12	100 0 0	1844
383	Cradley - - N.S. 5	1,092 0 0	1856
383	†Cradley - - Wes. 1		
391	*Crowle* - - N.S.	188 0 0	1864
391	Cutnall Green - Ch. of E. 7	153 6 3	1864
391	Dodderhill - - N.S.	100 0 0	1846
	" - - "	46 0 0	1847
391	†Droitwich, Coventry Charity - - N.S.		
391	Droitwich, Saint Peter's - - N.S. 11	255 0 0	1858
	" " - "	38 8 6	1858
382	*Dudley* - - B.S.	*400 0 0	1835
382	†Dudley, Holly Hall 7		
382	Dudley, Saint Edmund's - - N.S. 7	450 0 0	1847
382	Dudley, St. James' - N.S. 7	150 0 0	1844
382	Dudley, St. John's - N.S. 7	395 0 0	1848
382	Dudley, St. Thomas' N.S. 7	520 0 0	1848
	" " - "	35 0 0	1859
	" " - "	312 0 0	1859
382	Dudley - - Wes. 1	432 0 0	1859
388	Eldersfield - - N.S. 1	224 0 0	1860
342	*Evenload* - - N.S.	28 0 0	1844
389	Evesham - - B.S. 12	160 0 0	1846
389	Evesham, All Saints, and St. Lawrence - N.S. 10	275 0 0	1844
405	Feckenham - - N.S. 10	801 8 0	1859
392	Finstall - - N.S.	65 0 0	1848
386	‡Grimley - - N.S.		
392	†Hagley - - N.S. 5		
392	*Hagley, Infants* - N.S.	85 0 0	1856
383	Hales Owen - - N.S. 6	*285 0 0	1838
	" - - "	42 0 0	1845
	" - - "	110 0 0	1850
	" - - "	3 6 3	1856
	" - - "	367 0 0	1860

a Inspection withdrawn.

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	WORCESTERSHIRE—*cont.*	£ s. d.	
383	†Hales Owen, Girls and Infants - N.S. 6		
383	Hales Owen (Quinton), Ch. Ch. - N.S.	54 0 0	1842
	" " - "	10 0 0	1844
	" " - "	25 0 0	1852
	" " - "	71 0 0	1854
386	Hallow, Endowed - N.S. 11	358 0 0	1858
391	Hanbury - - N.S. 10	254 0 0	1860
391	*Hanbury, Broughton Green* - - N.S.	80 0 0	1862
389	*Harvington* - - N.S.	59 0 0	1849
386	*Holt and Witley* - N.S.	*30 0 0	1838
405	Inkberrow - - N.S. 3	112 10 0	1852
384	†Kidderminster, St. Mary's (Mill St.), Infants - - N.S.		
384	Kidderminster, New Meeting House Charity - - 2	67 0 0	1858
384	Kidderminster, St. George's - - N.S. 3	26 13 4	1850
	" " - "	39 0 0	1855
	" " - "	210 0 0	1856
384	Kidderminster, St. John's - - N.S. 3	60 0 0	1844
	" " - "	62 10 0	1859
	" " - "	80 13 4	1859
384	†Kidderminster, St. John's, Girls - N.S.		
384	Kidderminster, St. Mary's - - N.S. 3	50 0 0	1851
	" " - "	8 6 8	1858
	" " - "	25 0 0	1860
393	†King's Heath, Infant 10		
393	†King's Norton - Par. 3	205 10 0	1864
393	†King's Norton Struttley Street Branch N.S. 3		
386	†Leigh Sinton - N.S. 1		
388	Longdon, Endowed N.S. 3	116 0 0	1850
383	Lye (on the Waste) N.S. 6	160 0 0	1846
	" " - "	27 8 0	1858
	" " - "	344 8 0	1861
383	Lye (Stamber-Mill) N.S. 6	230 0 0	1853
	" " - "	50 0 0	1855
388	*Malvern, Great, New Parochial* Ch. of E. 10	1,293 0 0	1859
388	*Malvern, Great, St. Mary's (Barnard's Green)* - N.S.	50 0 0	1843
388	†Malvern Morris (North) - Ch. of E. 10		
388	†Malvern, The Link - B.S. 12		
388	Malvern, The Link N.S. 11	75 0 0	1845
388	*Malvern Wells, St. Peter's* - - N.S.	*50 0 0	1839
386	Martley - - N.S. 11	144 0 0	1847
405	*Moreton Abbott's* - N.S.	20 0 0	1845
393	†Moseley - - N.S. 2		
393	†Moseley King's Heath, Infants - - 2		
382	†Netherton - Ch. of E. 7		
406	Newbold-on-Stour - N.S. 11	93 0 0	1849
393	*Northfield* - - N.S.	*100 0 0	1838
389	†Offenham - - N.S.		
381	†Oldbury - - Wes. 2		
381	Oldbury - - N.S. 6	*75 0 0	1834
	" - - "	44 13 4	1855
	" - - "	499 16 8	1864

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	WORCESTERSHIRE—*cont.*	£ s. d.	
381	Oldbury (Chance's) N.S. 6	340 0 0	1852
381	Oldbury, Tat Bank N.S. 6	311 0 0	1858
381	†Oldbury, Road End Branch - -		
345	†Overbury - Ch. of E.		
387	†Oxford, Worcester, and Wolverhampton Railway (at Worcester) - B.S.		
390	†Pershore - - B.S. 12		
390	Pershore - - N.S. 1	32 0 0	1848
	" - - "	180 0 0	1854
388	Powick - - N.S. 11	*60 0 0	1840
	" - - "	13 0 0	1847
	" - - "	13 0 0	1853
388	†Powick, Bastonford Branch - - N.S. 11		
392	Redditch - - N.S. 2	600 0 0	1846
	" - - "	87 9 0	1851
	" - - "	24 0 0	1857
392	Redditch - - Wes. 2	713 0 0	1860
386	Redmarley - - N.S.	64 0 0	1847
388	*Ripple* - - N.S.	120 0 0	1846
355	†Rock - Ch. of E. 1		
392	*Romsley* - - N.S.	63 0 0	1851
391	†Salwarpe - - N.S.		
389	Sedgeberrow - N.S.	40 0 0	1845
393	Selly Oak - - N.S. 2	606 10 0	1863
386	†Shelsley, Woodbury Hill Reformatory.		
406	Shipston-on-Stour - N.S. 11	66 10 0	1842
	" " - "	18 5 0	1858
393	Sparkbrook - - N.S. 2	764 0 0	1857
395	Stanntton - - N.S. 1	165 2 6	1863
392	Stoke Prior - - N.S. 4	*100 0 0	1840
	" - - "	14 0 0	1859
383	†Stourbridge (New Road) - - Wes. 1		
383	Stourbridge, Saint Thomas' - - N.S. 7	475 0 0	1843
	" - - "	17 18 3	1859
383	†Stourbridge (Wollaston Road) - B.S.		
384	Stourport, or Lower Mitton - - N.S. 4	248 0 0	1845
	" - - "	11 6 8	1852
383	Swinford (Old) - N.S. 7	1,004 0 0	1860
392	†Tardebigge - - N.S. 4		
385	Tenbury - - N.S. 4	414 0 0	1856
388	Upton-on-Severn - N.S. 11	50 0 0	1841
	" " - "	49 0 0	1849
	" " - "	99 0 0	1853
	" " - "	483 0 0	1859
390	*Whittington* - Ch. of E.	146 0 0	1860
386	*Wichenford* - - N.S.	67 0 0	1849
386	†Witley - - N.S. 1		
383	†Wollaston - - N.S. 7		
387	†Worcester - - Wes. 12		
387	Worcester, All Saints' - - N.S.	250 0 0	1848
387	Worcester, Sansomes Place - N.S. 12	14 0 0	1859
387	*Worcester, Saint Andrew's* - N.S.	*200 0 0	1835
387	Worcester, Saint Clement's - - N.S. 11	276 0 0	1856
387	†Worcester, Saint George's - - R.C. 8		

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	WORCESTERSHIRE—*cont.*		
387	Worcester, Saint John's, in Bedwardine - - N.S. 11	75 0 0	1843
	" " - "	186 6 0	1847
	" " - "	1 12 0	1855
	" " - "	16 0 0	1860
387	Worcester, Saint Martin's - - N.S. 12	*250 0 0	1837
	" " - "	21 0 0	1848
	" " - "	50 0 0	1853
387	†Worcester, St. Martin's, Infants - 12		
387	†Worcester, Saint Nicholas - - N.S. 11		
387	Worcester, Saint Paul's - - N.S. 11	100 0 0	1848
	" " - "	118 0 0	1849
	" " - "	5 3 4	1850
	" " - "	5 16 0	1858
	" " - "	243 0 0	1860
387	†Worcester, Saint Peter's, Boys - N.S. 12		
387	Worcester, Saint Peter's (Diglis St.) Girls and Infants N.S. 12	300 0 0	1845
	" " - "	25 0 0	1847
	" " - "	59 11 4	1856
	" " - "	239 0 0	1856
	" " - "	7 5 0	1858
	" " - "	9 10 0	1859
384	Wribbenhall - N.S. 3	12 16 8	1837
	YORKSHIRE.		
514	†Aberford - - N.S. 3		
526	‡Acklam - - N.S.		
504B	‡Ackworth, Girls - N.S.		
504B	†Ackworth (Lowther's Hospital), Boys - - N.S. 5		
504B	†Ackworth, Low (Mr. Howard's) - B.S. 7		
492A	†Acomb - - N.S. 1		
489	Addingham - - N.S. 3	200 0 0	1845
	" - - "	15 14 6	1855
510	Adwick-le-Street - N.S. 1	*60 0 6	1835
534	Ainderby, Steeple - N.S. 3	267 12 0	1858
492	†Aldborough Ch. of E. 2		
492A	Aldborough and Boroughbridge - N.S. 2	682 10 0	1855
491	†Aldfield - - N.S. 2		
530	*Allerston* - - B.S.	8 1 6	1846
530	*Allerston* - - N.S.	*20 0 0	1838
499	Allerton - - B.S. 4	200 0 0	1846
499	*Allerton* - - N.S.	*73 0 0	1838
492	†Allerton Mauleverer R.C. 7		
497	Almondbury, Central - - N.S. 6	343 0 0	1846
	" - "	36 6 0	1857
497	Almondbury, Lower Houses - - N.S. 6	100 0 0	1847
	" " "	40 0 0	1864
503	Alverthorpe and Flushaw - - N.S. 5	150 0 0	1849
	" " - "	31 11 6	1856
	" " - "	65 0 0	1862
529	†Ampleforth - - N.S. 5		
	YORKSHIRE—*cont.*		
436	†Anston - Ch. of E.		
514	†Appleton Roebuck N.S. 1		
505	Ardsley - - N.S. 5	60 0 0	1841
	" " - "	15 0 0	1845
	" " - "	50 0 0	1848
	" " - "	5 14 0	1854
	" " - "	48 0 0	1855
497	†Armitage Bridge - N.S. 6		
510	†Askern - - N.S.		
515	Askham Bryan - N.S. 1	179 0 0	1857
509	†Aston - - N.S.		
508	Attercliffe, Boys - N.S. 11	110 0 0	1842
	" " - "	150 0 0	1847
	" " - "	42 0 0	1855
	" " - "	20 0 0	1860
508	†Attercliffe, Girls - N.S. 11		
522	‡Atwick - - N.S.		
509	†Aughton - - 11		
496	Austerlands - N.S. 8	60 0 0	1841
537	†Aysgarth - - N.S. 10		
533	Ayton, Great - B.S.	140 0 0	1846
493A	Baildon - - N.S. 10	150 0 0	1852
498	†Bailiff's Bridge - B.S. 9		
510	†Balby and Hexthorpe - - N.S. 8		
491	†Baldersby - - N.S. 2		
499	Bankfoot, St. Matthew's - - N.S. 2	201 13 4	1854
514	‡Bardsey, Endowed N.S.		
546	Barmby Moor - N.S. 1	108 0 0	1846
	" - "	169 0 0	1861
517	*Barmby-on-the-Marsh* - - N.S.	*55 0 0	1834
510	‡Barnburgh - - N.S.		
489	Barnoldswick - N.S. 4	*150 0 0	1837
	" - "	17 0 0	1861
489	Barnoldswick - Wes. 6	542 12 0	1862
505	Barnsley - - N.S. 7	78 12 8	1857
	" - - "	61 15 6	1860
505	*Barnsley* - - Wes.	444 0 0	1857
505	Barnsley, Holyrood R.C. 9	1,124 8 0	1860
505	†Barnsley, St. George's N.S. 7		
505	Barnsley, St. John's N.S. 7	260 0 0	1848
505	Barnsley, St. Mary's N.S. 7	118 0 0	1843
	Barrow, Ch. of E. *See* Wentworth.		
540	Barton - - N.S. 4	310 0 0	1861
514	Barwick-in-Elmet - N.S. 3	210 0 0	1862
502	Batley - - Wes. 9	616 17 6	1854
502	Batley (near Dewsbury) - - N.S. 6	676 0 0	1861
502	Batley, Carlinghow N.S. 6	140 0 0	1848
502	Batley Carr - - N.S. 2	406 0 0	1846
502	†Battyeford - - N.S. 11		
502	*Battyeford in Mirfield, Ch. Ch., Boys* - N.S.	175 0 0	1841
	" " - "	157 0 0	1844
510	†Bawtry - - Wes. 4		
535	Bedale - - N.S. 4	188 0 0	1846
523	Beeford - - N.S.	42 10 0	1847
500	†Beeston - - N.S. 6		
493A	†Ben Rhydding - Pres. 6		
510	*Bentley in Arksey* - N.S.	57 0 0	1843
518	Beverley - - Wes. 11	191 0 0	1852
518	*Beverley, Backside* - N.S. 2	86 0 0	1852
518	Beverley-Minster - N.S. 2	300 0 0	1849
518	†Beverley-Minster, Girls - - N.S. 2		

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	YORKSHIRE—*cont.*		
518	†Beverley Minster, Moorgate, Infants 2		
518	†Beverley, North Bar Street - - R.C. 8		
518	Beverley, St. Mary and St. Nicholas' N.S. 2	219 0 0	1850
518	*Beverley, Wood Street* - - N.S.	100 0 0	1841
499	†Bierley - - N.S. 1		
499	†Bierley, Sticker Lane N.S.		
533	†Bilsdale, Lord Feversham's - - 6		
494	Bingley - - N.S. 2	79 0 0	1861
494	Bingley - - Wes. 5	826 0 0	1861
526	†Birdsall, Lord Middleton's - - - 4		
502	Birkenshaw - - N.S. 5	*75 0 0	1840
	" - - "	*45 0 0	1842
	" - - "	100 0 0	1846
	" - - "	192 0 0	1852
	" - - "	36 7 6	1852
499	Birkenshaw, Hunsworth - - N.S. 5	314 4 0	1862
499	Birstal - - N.S. 1	339 0 0	1848
	" - - "	6 0 0	1852
499	Birstal - - Wes. 9	345 15 0	1863
492	†Birstwith - Ch. of E. 11		
491	Bishop Monkton - N.S. 2	72 0 0	1841
515	†Bishopthorpe, Archbishop of York's - N.S. 1		
516	†Bishop Wilton Ch. of E. 1		
498	‡Black Dike Mills, Evening.		
506	Bolsterstone - N.S. 11	200 0 0	1852
499	Bolton in Calverley (near Bradford) - N.S. 6	309 6 0	1859
510	Bolton-on-Dearne - N.S.	54 0 0	1841
497	†Boothbanks - - N.S. 1		
514	Boston, Clifford, and Bramham - - Wes. 3	468 17 6	1853
514	Boston Spa - - N.S. 11	355 0 0	1856
499	†Bowling, St. John's N.S. 1		
499	*Bowling, St. Stephen's* N.S.	226 7 6	1864
489	Bracewell - - N.S. 3	36 0 0	1845
	" - - "	16 19 0	1861
499	†Bradford, All Saints N.S. 2		
499	Bradford, Borough, West - - B.S. 4	240 0 0	1844
	" " - "	160 0 0	1848
	" " - "	58 0 0	1856
499	*Bradford, Broomfields Industrial* - -	763 0 0	1859
499	Bradford, Ch. Ch. - N.S. 1	454 10 0	1853
499	Bradford, Daisy Hill N.S.	300 0 0	1844
499	†Bradford, Low Moor, Boys and Girls - N.S. 2		
499	Bradford, Hill Top, Low Moor, Infants N.S. 3	65 0 0	1844
	" " - "	30 0 0	1844
	" " - "	89 0 0	1849
	" " - "	44 10 0	1850
	" " - "	27 0 0	1861
499	Bradford, Manchester Road, Model Factory - - N.S. 1	80 0 0	1850
	" - "	1,895 0 0	1856
499	†Bradford, Messrs. Walker's Factory N.S. 1		

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	YORKSHIRE—*cont.*		
499	Bradford, New Leeds N.S. 1	357 0 0	1846
499	Bradford (Richmond Terrace) - - Wes. 4	394 2 6	1853
499	†Bradford (Stott Hill) N.S. 1		
499	Bradford, St. Andrew's - - N.S. 2	1,194 0 0	1859
499	†Bradford, St. James' N.S. 1		
499	Bradford, St. Jude's N.S. 1	406 0 0	1846
	" " - "	44 10 0	1855
	" " - "	24 0 0	1857
499	†Bradford, Saint Marie's - - R.C. 9		
499	Bradford, St. Patrick's - - R.C. 10	622 0 0	1859
499	†Bradford, Tong St. - N.S. 1		
499	†Bradford, White Abbey - - Wes.		
492A	Brafferton - - N.S. 2	440 0 0	1860
514	†Bramham - Ch. of E. 3		
500	Bramley (Leeds) - N.S. 9	398 0 0	1850
500	†Bramley (Leeds) - Wes. 3		
509	†Bramley, near Rotherham - - N.S.		
500	*Bramley Whitcote* - N.S.	125 0 0	1848
509	†Brampton Bierlow - N.S. 5		
518	Brantingham-cum-Ellerker - - N.S. 2	70 0 0	1846
526	*Brawby* - - N.S.	66 0 0	1854
505	Bretton, Monk - N.S. 5	200 0 0	1846
503	†Bretton, West - N.S. 7		
524	Bridlington - - N.S. 6	94 6 8	1856
	" - - "	83 18 4	1860
524	Bridlington, Infants - - N.S. 6	400 0 0	1858
524	*Bridlington Quay* - B.S.	*100 0 0	1837
524	Bridlington Quay, Ch. Ch. - - N.S. 6	330 0 0	1850
524	†Bridlington Quay, Infants - - - 6		
524	Bridlington Quay - Wes.	17 11 0	1853
498	Brighouse - - N.S. 7	*150 0 0	1836
	" - - "	18 0 0	1845
	" - - "	26 7 6	1858
	" - - "	325 0 0	1862
497	Brockholes - - N.S. 6	*64 0 0	1839
534	Brompton - - B.S. 5	150 0 0	1841
	" - - "	40 0 0	1859
539	†Brompton-on-Swale N.S. 3		
517	†Broomfleet - - N.S.		
489	†Broughton - - R.C. 8		
489	†Buckden - Ch. of E. 4		
526	†Bulmer, Lord Carlisle's Ch. of E. 5		
493A	Burley in Wharfdale (near Otley) - N.S. 10	20 0 0	1845
	" "	10 4 10	1859
500	Burley (near Leeds) N.S. 5	238 0 0	1847
	" "	115 0 0	1858
493A	†Burley Township - B.S. *a*		
501	Burmantofts' St. Stephen's - - N.S. 6	559 0 0	1861
535	*Burneston, Endowed* N.S.	70 0 0	1853
497	Burnlee, Infants - N.S. 1	100 0 0	1852
524	*Burton Agnes, Boys* N.S.	*48 0 0	1835
524	†Burton Agnes, Girls N.S.		
518	Burton, Bishop Ch. of E. 2	291 0 0	1860
536	†Burton Constable - N.S. 3		
536	‡Burton Constable - R.C.		
526	†Burythorpe - - N.S.		

a School has ceased to exist.

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	YORKSHIRE—*cont.*		
501	Buslingthorpe - N.S. 9	95 0 0	1848
	" - "	37 0 0	1852
	" - "	786 0 0	1860
499	†Buttershaw - - N.S. 2		
	†Calder Farm Industrial Reformatory.		
539	†Caldwell - Ch. of E. 3		
499	†Calverley - - N.S. 6		
499	Calverley, Infants - N.S. 6	270 0 0	1856
499	†Calverley - - Wes. 2		
510	Campsall, Norton Ch. of E. 1	295 6 6	1862
510	Cantley - - N.S. 2	88 0 0	1848
510	Carcroft (in Owston) N.S. 1	53 0 0	1843
489	†Carleton-in-Skipton Ch. of E. 4		
513	†Carlton - - R.C.	*a*	
536	*Carlton in Coverham* N.S.	*55 0 0	1836
513	†Carlton in Snaith Ch. of E. 3		
528	*Carlton Miniott* - N.S.	73 10 0	1850
535	†Carthorpe Village, Mixed - - 10		
504A	Castleford - - N.S.	*39 0 0	1839
504A	Castleford - - Wes. 6	596 0 0	1860
	†Castle Howard Reformatory.		
522	Catwick - - N.S. 2	45 0 0	1847
517	†Cave, North, Boys - N.S. 2		
517	†Cave, North, Girls - N.S. 2		
517	†Cave, North - Wes.		
518	†Cave Cross South, Boys' - - - 2		
513	†Cawood.		
506	†Cawthorne - - N.S. 7		
498	Charlestown, St. Thomas - - N.S. 10	452 0 0	1864
497	*Choppards in Holmfirth* - N.S.	*80 0 0	1840
516	†Church Catton - Par. 2		
514	Church Fenton - N.S. 1	*40 0 0	1840
	" - "	12 0 0	1862
488	†Clapham - Ch. of E. 3		
499	Clayton - N.S. 2	627 0 0	1859
499	*Cleckheaton* - - B.S.	*175 0 0	1835
499	Cleckheaton - N.S. 1	*200 0 0	1835
	" - "	220 0 0	1847
	" - "	4 10 0	1850
	" - "	20 0 0	1851
	" - "	19 8 0	1854
	" - "	6 14 0	1856
	" - "	97 0 0	1857
514	†Clifford - - N.S.		
514	†Clifford, St. Edward's R.C. 9		
514	†Clifford, St. Joseph's R.C. 9		
515	*Clifton* - - N.S.	33 0 0	1841
532	†Coatham - Ch. of E. 4		
498	Coley - - N.S. 12	225 0 0	1845
498	†Coley, North Owram Infants - Ch. of E. 11		
510	†Conisborough, Infants - - N.S.		
489	†Coniston, Cold Ch. of E. 3		
489	Cononley in Kildwick N.S. 4	110 0 0	1846
519	Cottingham - - N.S. 11	*100 0 0	1836
497	Cowcliffe and Netherroyd - - N.S. 11	297 0 0	1856
489	Cowling, Cross Hills N.S.	192 0 0	1847

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	YORKSHIRE—*cont.*		
534	*Cowton, East* - N.S.	50 0 0	1843
527	†Coxwold - Ch. of E. 4		
528	†Crakehall - - N.S. 3		
527	†Crayke - - N.S. 4		
540	Croft - - N.S. 3	100 0 0	1845
	" - "	65 2 6	1851
	" - "	19 0 0	1855
507	†Crooke's Endowed - 10		
497	Crosland, South - N.S. 1	*115 0 0	1836
507	†Cross Pool - - N.S.		
495	Cross Stone - - N.S. 12	250 0 0	1847
	" - "	30 10 0	1850
494	*Cullingworth* - N.S.	152 0 0	1848
494	Cullingworth - Wes. 6	722 0 0	1857
491	†Dallowgill - - N.S. 10		
539	*Dalton-in-Kirby-Ravensworth* - N.S.	*37 0 0	1840
	" - "	45 0 0	1846
528	†Dalton-in-Topcliffe - N.S.		
532	†Danby - - N.S. 5		
505	Darfield - - N.S. 2	103 0 0	1842
	" - "	12 3 4	1853
	" - "	1 16 7	1858
490	†Darley - - B.S. 3		
508	*Darnall* - - N.S.	*144 0 0	1840
504A	Darrington - - N.S. 5	234 0 0	1859
506	Deepcar - - N.S. 11	226 0 0	1857
499	Denholme Gate - N.S. 2	208 0 0	1847
	" - "	12 10 0	1861
487	Dent - - N.S. 3	180 0 0	1845
	" - "	30 13 4	1858
502	Dewsbury (Middle Parish) - - N.S. 8	430 0 0	1843
	" " "	20 0 0	1845
	" " "	469 0 0	1858
502	*Dewsbury Moor, Sunday* - - -	*110 0 0	1839
502	Dewsbury, West Town N.S. 7	670 18 6	1855
491	†Dishforth - - N.S. 4		
505	†Dodworth, Town, Boys - - N.S. 7		
505	Dodworth, Girls and Infants - - N.S. 7	250 0 0	1850
	" " "	3 9 4	1855
510	Doncaster - - B.S. 4	*300 0 0	1835
	" - "	175 0 0	1848
	" - "	19 19 0	1855
510	Doncaster - - N.S. 8	170 0 0	1844
	" - "	10 0 0	1848
	" - "	90 0 0	1855
510	Doncaster, Ch. Ch. - N.S. 2	424 10 0	1852
	" - "	76 0 0	1856
510	†Doncaster (Great Northern Railway Company's) - N.S. 2		
510	†Doncaster - - R.C.		
489	Draughton - - N.S. 3	100 0 0	1851
523	Driffield, Great - N.S. 6	516 0 0	1855
515	†Dringhouses, St. Edward's - - N.S. 1		
519	Drypool - Ch. of E. 10	24 8 4	1859
	" - "	668 2 1	1864
526	†Duggleby - - N.S. 5		
515	†Dunnington - - N.S. 1		
492	*Dunsforth* - - N.S.	200 0 0	1861
532	*Easington, near Redcar* N.S. *b*	*28 0 0	1834
521	Easington, near Hull N.S. 11	281 2 0	1860

a School discontinued.

b Inspection declined.

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	YORKSHIRE—*cont.*	£ s. d.	
527	Easingwold - - N.S. 4	94 10 0	1862
527	†Easingwold - - Wes. 2		
409	†Eastbrook - - Wes. 4		
512	Eastoft - - N.S.	82 10 0	1849
517	Eastrington - - N.S.	89 0 0	1845
	" - - "	9 10 0	1860
494	Eastwood, St. Mary's N.S. 4	432 0 0	1858
403	*Eccup* - - N.S.	76 0 0	1847
507	Ecclesall - - N.S. 11	*100 0 0	1834
	" - - "	254 0 0	1861
507	†Ecclesall, Greystones N.S. *a*		
507	†Ecclesall, Parsonage, Girls' - Ch. of E.		
506	†Ecclesfield, Feoffees 1		
506	Ecclesfield, High Green - - B.S. 10	101 0 0	1845
	" " "	100 0 0	1848
	" " "	17 0 0	1856
	" " "	130 0 0	1860
	" " "	39 0 0	1864
506	†Ecclesfield, Rawson's Infants - - - 2		
506	Ecclesfield, Shire Green, Pismire Hill - N.S. 1	205 8 0	1857
409	Eccleshill - - N.S. 2	150 0 0	1844
	" - - "	46 4 5	1859
498	Elland - - N.S. 12	500 0 0	1847
	" - - "	10 0 0	1851
	" - - "	13 6 8	1853
	" - - "	20 13 0	1859
498	‡Elland Edge - N.S.		
504B	Elmsall, South - Wes. 6	323 10 0	1856
505	Elsecar - - N.S. 7	222 0 0	1852
489	Embsay-cum-Eastby, St. Mary's - N.S. 4	126 0 0	1849
	" " "	57 0 0	1850
515	†Escrick - - N.S. 1		
518	Etton - - N.S. 2	292 0 0	1856
518	*Etton, Infants* - N.S.	91 0 0	1857
516	†Fangfoss - - N.S. 1		
529	†Farndale - Ch. of E. 6		
500	Farnley - - N.S. 5	336 0 0	1848
500	†Farnley Iron Works - - N.S. 6		
497	†Farnley Tyas - N.S. 6		
499	Farsley, Saint John's - - N.S. 6	236 0 0	1848
	" " "	266 17 0	1857
499	†Farsley, United Methodist Free Ch. 3		
523	†Filey - - - N.S. 6		
523	Filey - - - Wes. 5	663 0 0	1858
524	Flamborough - N.S.	100 0 0	1846
503	Flockton, Grammar (late Denby Grange) 7	300 0 0	1860
503	†Flockton (Manor House) - - B.S. *b*		
526	Foston - - N.S. 5	25 0 0	1844
516	*Friday Thorpe* - N.S.	26 0 0	1841
523	Frodingham, North N.S. 12	85 0 0	1845
	" " "	18 10 0	1859
515	*Fulford* - - N.S.	35 0 0	1845
507	*Fulwood* - - N.S.	45 0 0	1841
531	Fylingdales - N.S. 6	150 0 0	1862
504A	†Garforth - - N.S. 10		
504A	†Garforth - - Wes. 3		
489	Gargrave - - N.S. 3	248 7 8	1848
	" - - "	12 12 0	1856
489	†Gargrave, St. Mary's R.C. 4		
487	*Garsdale* - - N.S.	54 0 0	1841
512	†Garthorpe - - N.S. *c*		
523	†Garton-on-the-Wolds Ch. of E.		
505	Gawber Town Ch. of E. 7	390 0 0	1858
502	*Gawthorpe* - - N.S.	123 10 0	1841
	" - - "	48 6 8	1857
488	Giggleswick - N.S. 2	125 0 0	1861
500	*Gildersome* - - N.S.	*73 0 0	1840
	" - - "	16 10 0	1840
	" - - "	10 0 0	1846
	" - - "	6 10 0	1847
529	Gilling - - N.S. 4	208 0 0	1848
497	†Golcar - - N.S. 6		
492	†Goldsborough - N.S. 11		
502	Gomersall, Little - N.S. 1	170 0 0	1844
512	†Goole - - Wes. 11		
512	Goole, St. John's - N.S. 4	288 0 0	1847
	" - - "	83 5 0	1857
489	Grassington - N.S. 4	110 0 0	1846
	" - - "	50 0 0	1852
	" - - "	23 11 6	1861
493	†Greenholme Mills - B.S. 3		
498	†Greetland - - Wes. 9		
533	‡Greenhow and Bridge House Gate - N.S.		
491	Grewelthorpe - N.S. 2	*36 0 0	1857
522	Grimston - Ch. of E. 11	215 0 0	1860
514	†Grimstone (Lady Londesborough's) N.S. *d*		
479	Grindleton - - N.S. 3	*30 0 0	1858
531	Grosmont - - N.S. 6	54 0 0	1846
	" - - "	34 0 0	1857
	" - - "	96 10 0	1860
532	Guisborough (Providence) - Ch. of E. 4	261 0 0	1857
493	Guisley - - N.S. 1	*160 0 0	1841
538	†Gunnerside - - Wes. 4		
494	*Hainsworth* - B.S.	*40 0 0	1836
498	Halifax, Great Albion Street - - B.S. 9	350 0 0	1845
498	†Halifax (Copley Factory) - Ch. of E. 11		
498	†Halifax, Haley Hill Shed - - N.S. 11		
498	†Halifax, Holy Trinity N.S. 11		
498	Halifax (Orange Street) Wes. 9	816 0 0	1857
498	Halifax (Queen's Head) N.S. 11	400 0 0	1848
498	Halifax, St. James', Cross Hills - N.S. 10	432 0 0	1845
498	Halifax, St. James', Victoria Street - N.S. 10	*360 0 0	1840
498	‡Halifax, St. John's - N.S.		
498	†Halifax, St. Mary - R.C. 10		
498	Halifax, South-east Parish - - N.S. 11	513 0 0	1845
507	*Hallam, Upper* - B.S.	*30 0 0	1834
492	Hampsthwaite - N.S. 11	307 0 0	1861
503	†Handsworth Woodhouse - - N.S.		
502	Hanging Heaton - N.S. 6	130 0 0	1845
	" - - "	74 0 0	1851
493A	†Harewood - - N.S. 10		

a Merged into Eccleshall, N.S. *b* School no longer exists. *c* School closed.
d Inspection withdrawn.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	YORKSHIRE—*cont.*		
492B	Harrogate, High - N.S. 12	*100 0 0	1837
	" - "	100 0 0	1841
	" - "	102 0 0	1862
492B	Harrogate, Low, Saint Mary's - - N.S. 12	*50 0 0	1837
436	†Harthill, Endowed Ch. of E. 10		
514	†Haslewood - - R.C. 9		
537	Hawes - - N.S.	135 0 0	1847
	" - - "	16 0 0	1847
529	†Hawnby - Ch. of E. 6		
494	*Haworth* - - B.S.	*a*125 0 0	1837
494	Haworth - - N.S. 4	27 0 0	1851
	" - - "	95 0 0	1856
	" - - "	12 13 4	1856
494	Haworth - - Wes. 5	250 0 0	1861
500	Headingley Glebe, Girls - - N.S.	45 0 0	1848
500	Headingley Town, Boys - - N.S. 6	187 0 0	1848
	" " - "	46 0 0	1855
503	†Heath - - Par. 5		
502	Heaton, Earl's - N.S. 2	290 0 0	1847
	" " - "	24 15 0	1862
519	Hedon - - N.S.	*90 0 0	1837
508	†Heeley - - N.S. 11		
497	‡Helme - Ch. of E.		
529	†Helmsley, Lord Faversham's - - N.S.		
529	‡Helmsley - - N.S.		
529	†Helmsley - - Wes. 6		
515	†Heslington - - N.S. 1		
515	*Hessay* - - N.S.	45 0 0	1852
519	Hessle - - N.S. 2	283 0 0	1856
531	†Hinderwell - - N.S. 7		
497	Holme Bridge - N.S. 5	180 0 0	1842
	" " - "	30 0 0	1845
	" " - "	174 13 4	1861
517	*Holme (Lane End)* B.S.	*60 0 0	1837
517	†Holme, on Spalding Moor - - N.S. 1		
517	‡Holme - - R.C.		
517	†Holme - - Wes. 3		
497	†Holmfirth - - N.S.		
497	†Holmfirth - - Wes. 4		
497	Honley - - N.S. 6	500 0 0	1846
	" - - "	13 0 0	1860
503	†Horbury - - N.S. 3		
522	Hornsea - - N.S. 12	200 0 0	1845
493B	Horsforth Town - N.S. 6	433 12 6	1863
493B	†Horsforth Town, Infant - - - 6		
499	Horton Great - N.S. 2	1,294 0 0	1861
499	Horton, Great, High Street - Wes. 4	1,250 0 0	1860
517	Howden - - Wes. 11	238 0 0	1850
	" - - "	12 12 0	1858
506	†Hoyland, High - N.S. 12		
506	Hoylandswaine - N.S. 7	135 0 0	1850
505	Hoyle Mill, Infants N.S. 7	193 0 0	1854
497	*Huddersfield* - B.S.	*250 0 0	1839
497	†Huddersfield, Buxton Road - - Wes. 9		
497	Huddersfield, Holy Trinity - - N.S. 6	82 10 0	1844
497	†Huddersfield, Longroyd Bridge - N.S. 6		
497	*Huddersfield, Northgate, Infants* - N.S.	*170 0 0	1840
497	Huddersfield, St. John's, Hillhouse N.S. 6	500 4 0	1862
497	†Huddersfield, St. Patrick's - - R.C. 10		
497	Huddersfield, St. Paul's - - N.S. 6	600 0 0	1848
497	Huddersfield, St. Peter's(Seed Hill) N.S. 6	206 0 0	1846
520	†Hull, Canning Street R.C. *b*		
520	†Hull - - - P.U.		
520	*Hull, Edward St. (Dock Green Head)* B.S.	*305 0 0	1834
520	Hull (Holderness Ward) - - B.S. 11	*200 0 0	1840
520	Hull, Holy Trinity (Vicar Lane) - N.S. 9	940 0 0	1858
520	†Hull, Nautical - 9		
520	†Hull, Port of, Society's Sailors' Orphan - 12		
520	Hull, Ragged Indus. -	1,277 0 0	1857
520	Hull (Salthouse Lane) - - N.S. 9	450 0 0	1852
	" " - "	20 0 0	1853
520	†Hull, Savings Bank B.S.		
520	Hull (South Myton) Wes. 11	420 0 0	1851
	" " - "	28 4 0	1858
	" " - "	16 0 0	1858
	" " - "	295 0 0	1860
520	Hull, St. Charles', (Pryme Street), Boys and Infants R.C. 10	1,085 0 0	1861
520	Hull, St. James' - N.S. 9	690 0 0	1845
	" " - "	218 10 0	1849
520	Hull, St. John's - N.S. 9	359 0 0	1854
	" " - "	170 0 0	1855
520	†Hull, St. Joseph's, Anlaby Road - R.C. 8		
520	Hull, St. Mark's - N.S. 9	153 0 0	1840
	" " - "	30 0 0	1843
	" " - "	914 0 0	1858
520	*Hull, St. Mary's, Infants* - N.S.	*187 0 0	1838
520	Hull, St. Mary's, Wilton Street - R.C. 8	925 4 0	1857
520	Hull, St. Stephen's (Collier Street), Boys - - N.S. 9	221 0 0	1842
	" " - "	22 10 0	1848
	" " - "	153 0 0	1858
520	Hull, St. Stephen's, SpringStreet,Girls N.S. 9	541 0 0	1856
520	†Hull, St. Stephen's, Infants - - N.S. 9		
520	†Hull, Scotland St. - Wes. 11		
520	Hull, Sculcoates,Ch. Ch. - - - N.S. 9	474 0 0	1849
519	Hull, Sculcoates, St. Mary's - - N.S. 10	250 0 0	1852
519	Hull, Sculcoates, St. Paul's, Boys - N.S. 10	573 0 0	1858
519	Hull, Sculcoates, St. Paul's, Girls Ch. of E. 10	*100 0 0	1834
	" " "	10 0 0	1845
	" " "	6 0 0	1859

a School extinct.

b No longer exists. Boys and infants transferred to Hull, St. Charles', Pryme Street, R.C., and girls to Hull, St. Joseph's, Anlaby Road, R.C.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	YORKSHIRE—*cont.*		
520	Hull, Trippett, Trinity Industrial Ch. of E. 9	605 0 0	1859
524	†Hunmanby - - N.S. 5		
492A	†Hunsingore - - N.S. 11		
515	†Huntington - - Par.		
536	‡Hunton - Ch. of E.		
527	Husthwaite - - N.S. 5	*40 0 0	1839
	" - - "	53 14 5	1862
523	Hutton Cranswick - N.S. 11	75 0 0	1845
	" " - "	33 10 0	1850
526	Hutton's Ambo - N.S. 5	20 0 0	1842
	" " - "	95 0 0	1857
533	*Hutton-in-Rudby* - N.S. *a*	*80 0 0	1836
532	Hutton, Low Cross - B.S. 11	640 0 0	1858
499	Idle - - N.S. 1	300 0 0	1847
499	†Idle - - Wes. 1		
533	†Ingleby-Arncliffe Ch. of E. 4		
488	Ingleton - - N.S. 3	159 0 0	1848
	" - - "	8 16 3	1858
	" - - "	50 0 0	1861
494	Ingrow - - N.S. 4	200 0 0	1845
	" - - "	6 2 0	1858
	" - - "	5 0 0	1860
	" - - "	100 0 0	1861
494	*Keighley* - - B.S.	*81 0 0	1835
494	Keighley - - N.S. 4	*650 0 0	1835
494	†Keighley - - Wes. 5		
494	Keighley (Wesley Place) - - Wes. 5	316 0 0	1863
494	Keighley, St. Ann's - R.C. 9	225 0 0	1858
489	*Kelbrook in Thornton* - - N.S.	50 0 0	1841
515	†Kexby - - N.S. 1		
521	Keyingham - - N.S.	*35 0 0	1835
528	*Kilburn* - - N.S. 3	12 10 0	1857
528	†Kilburn - - Wes. 6		
489	†Kildwick - - N.S. 4		
523	Kilham - - N.S. 5	150 0 0	1849
492B	†Killinghall - - N.S.		
509	Kilnhurst - - N.S. 2	*50 0 0	1836
509	Kimberworth - N.S. 11	751 0 0	1859
498	Kingcross, St. Paul's N.S. 12	396 0 0	1849
	" " - "	200 0 0	1852
516	†Kirby under Dale - N.S.		
523	Kirkburn - - N.S. 11	305 4 0	1861
497	Kirkburton (Boys) N.S. 1	29 0 0	1856
497	Kirkburton (Girls) N.S. 1	80 0 0	1845
	" " - "	27 10 0	1859
535	†Kirkby Fleetham - N.S. 3		
491	Kirkby Malzeard - N.S. 2	190 0 0	1862
530	Kirkby Misperton - N.S.	*50 0 0	1835
	" " - "	112 0 0	1856
539	Kirkby Ravensworth N.S.	40 0 0	1841
519	Kirk-Ella - - N.S. 2	335 8 0	1859
497	Kirkheaton - - N.S. 6	337 0 0	1846
	" - - "	35 0 0	1857
	" - - "	81 0 0	1858
535	†Kirklington - - Par. 10		
504B	Kirksmeaton - N.S. 3	75 0 0	1852
500	†Kirkstall, Infants - N.S. 5		
500	Kirkstall, St. Stephen's - N.S. 5	400 0 0	1846
	" - - "	90 0 0	1862
492	Knaresborough - N.S. 12	*135 0 0	1838
	" - "	57 10 0	1860
492	†Knaresborough, St. Mary's - - R.C.		

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	YORKSHIRE—*cont.*		
504A	Knottingley - N.S.	290 0 0	1843
	" - - "	50 0 0	1845
	" - - "	64 0 0	1858
533	Langbaurgh, West - N.S. 4	116 7 5	1855
488	†Langcliffe - - N.S. 3		
523	*Langtoft* - - N.S.	53 0 0	1846
534	†Langton on Swale, Village or Endowed 3		
509	*Laughton-en-le-Morthen, Endowed* - N.S.	60 0 0	1850
	" " - "	9 5 0	1858
517	†Laxton - Ch. of E. 1		
493	†Leathley - - N.S. 10		
526	†Leavening - - N.S. 5		
518	Leconfield - Ch. of E. 2	130 0 0	1861
501	Leeds, All Saints - N.S. 9	490 0 0	1848
501	†Leeds (Basinghall Street) - - B.S. 3		
501	Leeds, Ch. Ch. - N.S. 9	370 0 0	1842
501	*Leeds (Edgar St.)* - B.S.	510 0 0	1845
501	Leeds (Darley St.) - Wes. 3	550 0 0	1849
	" " - "	182 0 0	1850
500	Leeds, Holbeck, St. Matthew's - N.S. 11	*250 0 0	1840
	" - - "	392 0 0	1850
	" - - "	12 6 0	1857
500	Leeds, Holbeck - Wes. 3	892 0 0	1860
500	Leeds, Hunslet - N.S. 6	512 10 0	1843
	" " - "	130 0 0	1844
	" " - "	20 6 9	1860
500	†Leeds, Hunslet, St. Joseph's - - R.C. 10		
500	Leeds Hunslet St. Jude's, Pottery Fields - - N.S. 6	950 0 0	1862
500	†Leeds, Little Holbeck (Marshall's Factory) N.S. 9		
501	Leeds (Little London), St. Matthew's N.S. 5	*75 0 0	1837
	" " - "	165 0 0	1850
	" " - "	501 15 8	1860
501	†Leeds, Mill Street - B.S. 4		
501	Leeds, Newtown, St. Mary's - N.S. 5	500 0 0	1847
	" - - "	50 0 0	1848
	" - - "	11 6 8	1850
501	Leeds, North Hall, St. Andrew's - N.S. 9	1,030 0 0	1859
501	Leeds (Pottery Fields) - - Wes. 1	916 0 0	1858
501	†Leeds (School Street) Wes.	*b*	
501	Leeds, St. Andrew's N.S. 9	502 0 0	1847
	" " - "	109 0 0	1858
501	†Leeds, St. Anne's - R.C. 10		
501	Leeds, St. George's N.S. 5	350 0 0	1841
	" " - "	*c*256 0 0	1849
	" " - "	645 12 0	1860
501	Leeds, St. James' - N.S. 5	500 0 0	1845
501	Leeds, Saint Luke's - Ch. of E. 5	650 0 0	1860
501	*Leeds, St. Lukes' (Sheepscar)* - N.S.	50 0 0	1842
501	Leeds, St. Marie's - R.C. 10	402 0 0	1860
501	Leeds, St. Mary's (Carver Street), Infants - - N.S. 9	101 0 0	1847

a Inspection declined. *b* Inspection withdrawn.
c This grant is for two residences for the joint use of the teachers of St. George's and St. Philip's Schools.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment
	YORKSHIRE—*cont.*		
501	Leeds, St. Mary's, Quarry Hill - N.S. 5	*120 0 0	1840
	" " - "	160 0 0	1849
	" " - "	53 0 0	1857
	" " - "	15 14 0	1859
501	†Leeds, St. Patrick's R.C. 10		
501	Leeds, St. Paul's - N.S. 9	398 5 0	1851
	" " - "	36 0 0	1858
501	Leeds, St. Peter's - N.S. 5	2,730 0 0	1858
501	Leeds, St. Philip's N.S. 11	257 0 0	1840
	" " - "	261 6 8	1853
501	Leeds, St. Saviour's N.S. 6	*408 0 0	1840
501	Leeds, St. Thomas (Leyland's) - N.S. 6	505 0 0	1859
501	Leeds, Woodhouse, (Feather Hill), St. Marks - - N.S. 5	200 0 0	1846
	" " - "	25 4 0	1857
	" " - "	335 0 0	1860
535	Leeming - - N.S. 3	81 0 0	1847
494	Lees - - - Wes. 5	489 0 0	1856
497	Lepton - - N.S. 6	463 0 0	1850
499	Lidgett Green - B.S. 4	*100 0 0	1839
	" " - "	12 16 7½	1848
499	*Lidgett Green Sunday - - a*	*101 6 0	1858
497	Lindley - - N.S. 6	22 0 0	1844
497	Lingards - - N.S. 1	19 19 6	1859
497	‡Linthwaite - - N.S.		
527	‡Linton on Ouse - N.S.		
502	Liversedge, High Town - - N.S. 2	42 0 0	1855
	" - - "	100 0 0	1858
518	*Lockington* - - N.S.	54 0 0	1845
	" - - "	27 0 0	1848
497	Lockwood - - N.S. 6	*69 0 0	1839
	" - - "	650 0 0	1854
	" - - "	29 16 4	1860
503	Lofthouse, Ch. Ch., near Wakefield - N.S.	200 0 0	1845
532	†Lofthouse Parish - B.S. 11		
503	‡Lofthouse - - Wes.		
516	†Londesborough Ch. of E. 2		
497	*Longwood Infants* - N.S.	150 0 0	1849
499	*Lothersdale* - - N.S.	40 0 0	1842
506	Lound - - N.S. 10	276 0 0	1846
538	†Low Row (Reeth) - Wes. 4		
498	†Luddenden - - N.S. 10		
531	†Lythe - - N.S. 6		
509	Maltby - - N.S. 2	29 0 0	1842
526	†Malton, New, Boys B.S. 3		
526	Malton, New - N.S. 5	400 0 0	1858
526	*Malton, New, Infants* B.S.	*150 0 0	1841
526	†Malton, Old - N.S. 4		
540	*Manfield* - Ch. of E.	275 0 0	1858
499	Manningham, St. Paul's - - N.S. 1	300 0 0	1844
	" - - "	746 0 0	1862
514	†Manston Colliery Ch. of E. 6		
516	Market Weighton - N.S. 1	140 0 0	1843
	" " - "	44 0 0	1858
497	Marsden - - N.S. 8	805 0 0	1857
532	†Marsk - - N.S. *b*		
532	†Marsk, Zetland - 11		
514	†Marston, Long - N.S. 1		
492	*Marton-cum-Grafton* - Ch. of E.	227 2 2	1861
533	†Marton in Cleveland, Captain Cook's Memorial 5		
535	Masham (Charity) N.S. 10	31 4 4	1857
	" " - "	97 2 10	1859
500	†Meanwood - " - N.S. 9		
500	‡Meanwood - - Wes. *c*		
538	Melbecks - - N.S. 3	216 0 0	1856
	" - - "	125 0 0	1857
539	Melsonby - - Wes. 4	280 0 0	1858
497	Meltham - - N.S. 8	*52 0 0	1836
	" - - "	110 0 0	1847
497	Meltham Mills - N.S. 8	315 0 0	1844
493A	†Menston, St. John the Divine - N.S. 10		
504	†Methley, Boys - N.S.		
504	Methley, Girls - N.S. 2	152 0 0	1849
	" " - "	9 4 0	1859
	" " - "	155 0 0	1861
510	*Mexborough* - - N.S.	25 0 0	1842
	" - - "	100 0 0	1860
541	Middlesborough-on-Tees - - B.S. 11	*150 0 0	1837
	" - - "	42 13 4	1855
	" - - "	50 0 0	1856
	" - - "	406 0 0	1856
541	†Middlesborough-on-Tees, Infants - B.S. 11		
541	†Middlesborough-on-Tees, South Bank N.S. 5		
541	Middlesborough, St. John the Evangelist - - N.S. 3	1,092 0 0	1860
	" - "	178 2 6	1861
541	†Middlesborough, St. John's, Barracks'.		
504A	†Milford, South - Par. 4		
502	Millbridge - - N.S. 2	270 0 0	1854
	" - - "	74 5 0	1861
516	*Millington* - - N.S.	179 8 0	1860
497	Milnsbridge - - N.S. 6	*100 0 0	1838
	" - - "	692 0 0	1856
492	*Minskip* - Ch. of E.	100 0 0	1858
502	†Mirfield - - Par.		
502	†Mirfield - - Wes. 4		
504A	Monk Fryston - N.S. 3	486 0 0	1858
499	Moor Bottom - N.S. 10	116 10 0	1862
502	Morley (Town End) N.S. 9	*75 0 0	1837
502	†Morley - - Wes. 9		
494	Morton, East - N.S. 2	115 0 0	1845
	" - - "	16 18 5	1861
494	*Morton Riddlesden* - N.S.	120 0 0	1863
498	Mount Pellon, Ch. Ch. - - - N.S. 11	1,005 0 0	1858
525	Muston - Ch. of E.	199 0 0	1855
498	†Mytholmroyd, St. John's - - N.S. 11		
523	Nafferton - - N.S. 5	122 0 0	1846
	" - - "	7 17 9	1847
	" - - "	40 0 0	1853
	" - - "	8 6 8	1859
	" - - "	65 0 0	1862
523	Nafferton - - Wes. 5	214 0 0	1849
	" - - "	18 11 6	1856
508	Needsend - - N.S. 10	745 4 0	1857
523	†Neswick, Girls - N.S.		
492A	Nether Poppleton - N.S. 1	60 0 0	1852
518	†Newbald - Ch. of E. 2		
517	†Newby Hall (in Skelton) - Ch. of E. 19		
519	†Newland-in-Cottingham - - N.S. 11		

a Not used as a day school. b Inspection discontinued. c This school no longer exists.

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	YORKSHIRE—*cont.*		
497	New Mill - - N.S. 1	*95 0 0	1838
	" " - - "	50 0 0	1845
	" " - - "	42 6 6	1860
517	†Newport - Ch. of E. 2		
492	Newsome - - N.S.	*68 0 0	1841
479	Newton-in-Bowland N.S.	60 0 0	1842
	" " "	21 6 8	1860
527	†Newton-on-Ouse - N.S. 12		
524	†Newton (Wold) Ch. of E. 5		
529	*Normanby* - - N.S.	80 0 0	1843
534	Northallerton - N.S. 3	330 0 0	1844
	" - "	23 13 4	1857
	" - "	26 0 0	1860
516	*Norton* - - N.S.	52 0 0	1860
516	Nunburnholme - N.S.	86 0 0	1837
529	†Nunnington - Ch. of E. 4		
494	Oakworth - - N.S. 4	200 0 0	1845
494	Oakworth, Sykes' Head - - Wes. 6	128 0 0	1855
	" " - "	129 0 0	1860
532	†Ormesby, North, Pennyman's - 4		
534	Osmotherley - N.S. 3	140 0 0	1857
502	Ossett, South - N.S. 7	613 0 0	1857
502	†Ossett, Infant.		
529	†Oswaldkirk - Ch. of E. 5		
493	Otley - - N.S. 10	300 0 0	1847
528	†Otterington South Ch. of E. 4		
534	†Ottringham - Ch. of E.		
521	†Ottringham - - Wes. 12		
506	Oughtibridge - N.S. 11	38 10 0	1852
	" - "	150 0 0	1854
	" - "	698 2 6	1861
503	†Oulton, St. John's - N.S. 10		
492	†Ouseburn, Great Ch. of E. 2		
503	†Outwood, St. Mary Magdalene's - N.S. 5		
515	*Overton* - - B.S.	70 0 0	1842
505	Owlerton - - N.S. 11	70 0 0	1852
	" - "	18 16 8	1857
498	*Owram, North* - B.S.	200 0 0	1841
498	Owram, North - N.S.	*See* Coley.	
498	Owram, South - N.S. 11	*125 0 0	1839
521	Owthorne - - N.S. 11	84 0 0	1848
494	Oxenhope - - N.S.	208 0 0	1847
490	†Pateley, Glass House Factory - - Wes. 3		
521	Patrington - - N.S. 11	665 0 0	1859
506	†Penistone - - N.S. 7		
530	Pickering, Mixed - N.S. 6	363 0 0	1858
530	Pickering - - Wes. 5	500 0 0	1857
528	Pickhill - - N.S. 10	185 0 0	1863
508	Pitsmoor - - N.S. 9	*140 0 0	1857
	" - - "	257 0 0	1857
	" - - "	24 5 0	1861
516	Pocklington - - N.S. 1	631 0 0	1855
516	Pocklington - Wes. 3	171 2 6	1853
512	†Pollington - - N.S. 4		
504A	Pontefract - - N.S. 7	44 2 0	1857
504A	Pontefract - - Wes. 6	*250 0 0	1838
	" - "	108 0 0	1858
504A	Pontefract, All Saints' - - N.S. 7	117 0 0	1849
504A	†Pontefract, St. Joseph's - - R.C.		
504A	†Pontefract, The Grange, St. Mary's R.C.		
499	Pudsey, Far Town - N.S. 10	200 0 0	1845
499	Pudsey, Low Town - N.S. 10	260 0 0	1843
498	†Raggals - - N.S. 10		
497	†Rashcliffe, Infants.		
527	†Raskelfe - - Par. 4		
498	Rastrick and Brighouse - - B.S. 9	*150 0 0	1837
488	†Rathmell, Endowed N.S. 3		
539	‡Ravensworth - N.S.		
512	†Rawcliffe - - Wes. *a*		
509	*Rawmarsh, Infants* N.S.	*54 0 0	1842
509	Rawmarsh, Endowed Free Grammar - 11	250 0 0	1858
532	Redcar, Earl of Zetland's - - B.S. 11	523 0 0	1859
508	†Redhill - - Wes. 10		
538	†Reeth, The Friends 4		
538	†Reeth - - Wes.	*a*	
539	†Richmond Corporation - - 4		
539	Richmond - - N.S. 4	*50 0 0	1837
	" - - "	140 0 0	1852
	" - - "	129 15 0	1857
539	†Richmond, Infants.		
539	†Richmond - - R.C. 9		
539	†Richmond - - Wes. 4		
526	Rillington - - N.S. 3	87 0 0	1847
492B	†Ripley, Infants - N.S. 11		
491	†Ripon, Girls - N.S. 9		
491	†Ripon - - Wes. 3		
491	Ripon, Cathedral, Boys - - N.S. 9	238 7 6	1854
491	Ripon, Holy Trinity N.S. 9	*147 0 0	1857
	" " "	50 0 0	1854
	" " "	47 0 0	1856
498	Ripponden - - N.S. 11	176 0 0	1844
	" - - "	30 0 0	1856
522	†Rise - - N.S. *b*		
502	Robert Town - N.S.	280 0 0	1850
531	†Robin Hood's Bay, Girls - - N.S. 6		
490	†Rocking - - N.S.		
492A	†Roecliffe - - N.S. 2		
521	†Roos - - N.S. 11		
509	Rotherham and Masboro' - - B.S. 10	*349 0 0	1834
509	Rotherham - - N.S. 8	330 0 0	1848
	" - - "	18 15 0	1856
	" - - "	17 13 4	1858
	" - - "	508 0 0	1858
509	Rotherham - - Wes. 10	877 0 0	1859
500	†Rothwell - - N.S. 10	488 15 0	1864
534	†Rounton, West - N.S.		
505	Roystone - - N.S. 5	150 0 0	1845
524	Rudston - - N.S. 5	300 0 0	1859
489	*Rylstone District* - N.S.	75 0 0	1852
496	†Saddleworth - Par. 6		
489	*Salterforth* - - N.S. *a*	54 0 0	1844
498	Salterhebble, All Saints' - - N.S. 11	444 0 0	1853
516	†Sancton - - R.C. 10		
503	†Sandal Magna, Girls 5		
525	Scalby - - N.S. 6	115 6 6	1863
	" - - "	65 0 0	1863
497	Scammonden - N.S. 6	50 0 0	1846
526	†Scampston - N.S.		
525	Scarborough - N.S. 6	*85 0 0	1838
	" - - "	1,418 0 0	1860
525	Scarborough - Wes. 5	753 0 0	1856
499	Scholes - - N.S. 10	105 0 0	1847

a School abandoned.

b Inspection lapsed and declined.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	YORKSHIRE—*cont.*		
497	Scissett, or High Hoyland - - N.S. 8	83 0 0	1841
	" " - -	333 0 0	1851
497	†Scissett, Old " - N.S. 7		
535	Scruton - - N.S. 3	220 0 0	1860
500	Seacroft - - N.S. 9	30 0 0	1856
	" " - -	228 0 0	1860
487	Sedbergh - - B.S. 5	125 0 0	1843
	" - - "	62 10 0	1855
	" " - - "	73 0 0	1855
487	Sedbergh - - N.S.	115 0 0	1841
	" - -	15 0 0	1857
513	Selby, Abbey Church N.S. 4	1,000 10 9	1858
513	†Selby Grey Coat.	*a*	
513	†Selby - - Wes. 3		
528	†Sessay Village - 3		
488	†Settle - - N.S. 2		
525	†Settrington - - N.S. 4		
500	*Shadwell* - - N.S.	56 0 0	1847
503	†Sharlston, Mixed - 5		
491	Sharow - - N.S. 2	212 0 0	1857
	" - - "	52 11 6	1863
508	*Sheffield, Norfolk Street* - - Wes.	†250 0 0	1837
508	†Sheffield Brunswick Wes. 10		
508	†Sheffield, Central (Carver Street) - N.S. 10		
508	†Sheffield Ebenezer Wes. 10		
508	†Sheffield, Moorfields N.S. 10		
508	Sheffield Park, St. John's - - N.S. 10	322 0 0	1848
	" " - -	24 6 8	1858
508	Sheffield Park - Wes. 10	538 0 0	1847
508	Sheffield, St. George's N.S. 8	1,393 0 0	1846
508	Sheffield, St. Jude's (Eldon-street) - N.S. 10	623 5 0	1861
508	*Sheffield St. Luke's, Dyer's Hill* - N.S.	700 0 0	1858
508	Sheffield, St. Marie's (Surrey Street) - R.C. 9	†350 0 0	1835
	" " - "	172 10 0	1858
508	Sheffield, St. Mary's N.S. 9	338 10 0	1842
	" " - "	100 0 0	1850
	" " - "	16 14 8	1855
	" " - "	44 2 6	1857
508	Sheffield, St. Mary's (Leadmill Road), Infants - - N.S. 10	459 0 0	1861
508	*Sheffield, St. Mary's (Sheaf Gardens)* - R.C.	974 10 0	1858
508	Sheffield, St. Paul's N.S. 10	230 0 0	1844
508	Sheffield, St. Peter's Parish Church - N.S. 9	600 0 0	1855
508	Sheffield, St. Philip's N.S. 10	75 0 0	1841
	" " - "	185 0 0	1845
508	Sheffield, St. Stephen's (Netherthorpe) N.S. 10	930 0 0	1861
508	Sheffield, St. Vincent of Paul's - - R.C. 9	534 15 0	1853
498	*Shelf* - - B.S.	†80 0 0	1836
498	†Shelf - Ch. of E. 2		
497	Shepley, St. Paul's - N.S. 6	76 10 0	1854
	" - "	9 11 0	1858
	" - "	80 0 0	1860
514	†Sherburn - - N.S. *b*		
526	†Sheriff Hutton - N.S. 5		
526	Sheriff Hutton - Wes. 2	20 10 0	1856
498	†Shibden - Ch. of E.		
490	*Shipley* - - B.S. *c*	†60 0 0	1839
499	Shipley, St. Paul's - N.S. 3	765 0 0	1858
515	†Shipton, Endowed - N.S. 4		
492c	†Sicklinghall - - 4		
522	Sigglesthorne - N.S. 12	14 0 0	1859
503	†Silkstone, Boys Ch. of E. 7		
506	Silkstone, Girls and Infants - - N.S. 7	237 0 0	1851
489	Silsden - - N.S. 4	†50 0 0	1836
489	Silsden - - Wes. 4	58 0 0	1855
	" - - "	279 0 0	1858
539	†Skeeby in Easby - N.S. 3		
497	†Skelmanthorpe - Wes. 4		
515	†Skelton - - N.S. 1		
524	Skipsea - - N.S. 11	75 0 0	1846
524	†Skipsea - - Wes.		
489	Skipton - - B.S. 6	415 0 0	1857
489	†Skipton - - N.S. 4		
489	Skipton, Ch. Ch. - N.S. 4	75 0 0	1845
	" " - "	13 15 0	1862
489	†Skipton, St. Stephen's R.C. 9		
489	†Skipton - - Wes. 6		
522	Skirlaugh - - N.S. 12	254 11 1	1861
497	Slaithwaite, Lower N.S. 1	154 0 0	1841
	" " - "	2 0 0	1850
	" " - "	7 0 0	1851
	" - "	120 0 0	1857
497	*Slaithwaite, " Old (Free)* - -	132 0 0	1846
497	Slaithwaite, Upper N.S.	190 0 0	1846
	" " - "	7 0 0	1849
	" - "	3 12 0	1850
497	*Slaithwaite West* - N.S.	360 0 0	1860
523	†Sledmere - - N.S. 5		
531	*Sleights, Eskdaleside and Ugglebarnby* - N.S.	†55 0 0	1833
	" - "	37 0 0	1849
526	†Slingsby - " Ch. of E. 5		
525	†Snainton - - N.S.		
512	Snaith - - Wes. 11	334 0 0	1849
498	Sowerby Bridge - N.S. 11	†245 0 0	1838
	" " - "	40 0 0	1859
498	†Sowerby Bridge - Wes. 9		
498	Sowerby, Chapelry District - - N.S. 11	718 0 0	1860
528	*Sowerby, near Thirsk* N.S.	10 0 0	1860
498	Sowerby, St. George's N.S. 11	260 0 0	1845
	" " - "	31 6 8	1858
498	†Sowerby, St. Mary's N.S. 11		
498	Sowerby, Triangle - N.S. 11	409 0 0	1858
517	†Spaldington Village Ch. of E.		
533	†Spennithorne Ch. of E. 10		
492	Spofforth - - N.S. 11	174 15 0	1851
505	†Staffborough, Hood Green - - N.S.		
531	Staithes - - N.S.	100 0 0	1851
494	Stanbury-in-Haworth N.S. *c*	87 0 0	1848
503	Stanley, St. Peter's N.S. 5	177 0 0	1848
	" " - "	80 0 0	1856
499	Stanningley, St. Thomas' - - N.S. 10	250 0 0	1846
	" - "	16 0 0	1848
503	Stannington " - N.S. 11	52 10 0	1842
503	*Stannington, Hollow Meadow* - -	212 0 0	1858
543	Startforth - Ch. of E. 3	4 12 6	1861
492	Staveley - - N.S. 9	70 10 0	1851
515	†Stillingfleet - - N.S. 1		
527	†Stillington - - N.S. 4		
527	†Stillington - - Wes. 2		

a Merged into Selby Abbey Church School. *b* Inspection withdrawn. *c* School discontinued.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	YORKSHIRE—*cont.*	£ s. d.	
515	†Strensall - - N.S. 4		
	†Summer Bridge - Wes. 3		
521	Sunk Island - Par. 11	130 0 0	1858
519	†Sutton - - B.S. 12		
516	Sutton-in-Derwent - N.S. 5	40 0 0	1844
489	Sutton-in-Kildwick N.S. 4	418 0 0	1859
520	Sutton, St. James' Ch. of E. 11	325 0 0	1859
512	Swinefleet - - N.S.	90 0 0	1849
512	†Swinefleet - - Wes. *a*		
500	Swinton - - N.S. 4	36 0 0	1843
	" - - "	418 16 8	1854
	" - - "	5 0 0	1857
	" - - "	6 14 0	1857
491	†Tanfield, West - N.S. 2		
506	†Tankersley - N.S. 2		
500	Temple Newsam - N.S. 4	35 0 0	1851
	" " - "	90 0 0	1863
528	†Thirkleby - Ch. of E. 4		
528	Thirsk - - B.S. 3	*125 0 0	1840
	" - - "	50 0 0	1847
	" - - "	80 0 0	1854
541	Thornaby - - N.S. 5	300 0 0	1847
	" - - "	19 19 0	1860
515	†Thorganby with Cottingwith Ch. of E. 1		
514	†Thorner - - N.S. 10		
514	†Thorner - - Wes. 2		
503	Thornes Lane - N.S. 7	228 0 0	1863
503	†Thornes, Mr. Gaskell's - - 6		
502	Thornhill Lees N.S. 7	615 0 0	1859
499	Thornton - - N.S.	20 0 0	1844
	" - - "	15 0 0	1848
530	†Thornton-Dale - N.S. 6		
528	Thornton-le-Moor Ch. of E. 4	90 0 0	1861
488	†Thornton-in-Lonsdale - - N.S. 3		
509	Thorpe Hesley - N.S. 10	*147 0 0	1840
509	†Thorpe Hesley - Wes. 10		
436	‡Thorpe Salvin - N.S.		
506	Thurgoland - - N.S. 5	169 0 0	1851
506	†Thurlstone - Ch. of E. 5		
497	Thurstonland, Endowed - - Par. 6	20 0 0	1843
	" " - "	52 8 0	1845
	" " - "	36 0 0	1855
510	†Tickhill, Infts. Ch. of E. 3		
518	Tickton - - N.S.	64 0 0	1848
493	*Timble, Great* - B.S.	*22 0 0	1836
509	†Tinsley Park, Colliery - - 10		
527	Tollerton - - Wes. 2	400 8 0	1858
528	†Topcliffe - - N.S. 10		
	Trippet Holy Trinity Industrial - -	*See* Hull.	
539	†Tunstall - Ch. of E. 3		
514	†Ulleskelf - Ch. of E. 1		
532	†Upleatham, Zetland B.S. 11		
506	Wadsley - - N.S. 11	*152 0 0	1839
	" - - "	109 0 0	1855
	" - - "	20 0 0	1856
510	Wadworth - - N.S. 1	72 10 0	1841
	" - - "	11 3 4	1856
503	Wakefield, All Saints', Boys - N.S. 8	9 14 8	1849
503	†Wakefield, All Saints', Girls - N.S. 8		
503	†Wakefield, Green Cent - - N.S. 7		

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	YORKSHIRE—*cont.*	£ s. d.	
503	Wakefield, Holy Trinity - - N.S. 8	225 0 0	1847
503	Wakefield, Lancasterian - - 6	75 0 0	1856
	" - -	14 13 4	1859
503	Wakefield, St. Andrew's - - N.S.	320 0 0	1846
	" - - "	95 0 0	1849
503	Wakefield, St. Austin's - - R.C. 10	750 0 0	1859
503	Wakefield, St. Mary's N.S. 7	375 0 0	1857
503	Wakefield - - Wes. 6	500 0 0	1857
503	†Wakefield, West Riding Reformatory.		
507	†Walkley, St. Mary's N.S. 11		
514	†Walton - - N.S. 10		
503	†Walton (Wakefield) N.S. 5		
523	†Wansford, Great - N.S.		
503	*Warmfield* - - B.S.	*50 0 0	1837
510	†Warmsworth - N.S. 1		
516	†Warter - Ch. of E. 1		
509	Wath-upon-Dearne N.S. 5	279 0 0	1858
523	†Weaverthorpe (Lady Sykes') - - N.S. 5		
493A	†Weeton - - N.S. 10		
526	†Welburn - - N.S. 5		
534	†Welbury - Ch. of E. 3		
526	‡Welham Bridge Ch. of E. *b*		
519	†Welton - - N.S. 2		
509	†Wentworth - - N.S. 12		
509	†Wentworth (Barrow) - Ch. of E. 12		
509	†Wentworth, Park Gate - - N.S. 10		
503	Westgate Common N.S. 8	123 15 0	1852
	" " - "	35 0 0	1853
488	*Westhouse* - " - " N.S.	15 12 0	1860
508	†Weston, near Shefield - - N.S. 10		
526	†Westow - - N.S. 5		
492	‡Wetherby - - N.S.		
492	†Wetherby - - Wes. 3		
523	†Wetwang (Lady Sykes').		
509	Whiston - - N.S. 12	*75 0 0	1839
531	Whitby - - B.S. 5	97 12 6	1857
	" - - "	73 16 0	1861
531	Whitby - - N.S. 6	200 0 0	1845
	" - - "	99 0 0	1856
531	†Whitby - - Wes. 5		
502	†Whitley, Lower Ch. of E. 10		
526	†Whitwell - Ch. of E. 5		
504A	†Whitwood Colliery - 11		
504A	Whitwood Mere - N.S. 3	103 10 0	1863
492	†Whixley - Ch. of E. 11		
533	Whorlton - - Par. 3	347 0 0	1857
508	Wicker, Holy Trinity N.S. 10	628 3 4	1854
	" " - "	304 0 0	1857
	" " - "	29 0 0	1858
509	Wickersley - - N.S. 12	369 0 0	1857
515	*Wiggington* - - N.S.	*40 0 0	1836
488	†Wigglesworth, Clark's Endowed - -		
492C	†Wighill - - N.S. 11		
499	Wilsden, Infants - N.S. *a*	*60 0 0	1838
499	Wilsden - - Wes. 5	332 18 0	1858
499	Windhill - Ch. of E. 3	478 0 0	1861
499	Windhill - - Wes. 4	646 0 0	1857

a School closed. *b* School closed and children transferred to Spaldington, N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	YORKSHIRE—*cont.*		
522	Withernwick - N.S.	55 0 0	1847
536	‡Witton, East Ch. of E.		
†536	Witton, West - N.S. 10		
505	Wombwell - - N.S. 5	134 0 0	1847
	" - - "	13 14 0	1855
504A	*Womersley* - - N.S.	209 0 0	1857
497	Woodhouse, Ch. Ch. Huddersfield - N.S.	*150 0 0	1836
518	Woodmansey and Thearne - - N.S. 2	276 15 0	1856
493B	Woodside (Horsforth) - - N.S. 6	220 0 0	1850
506	Worrall - - N.S.	101 0 0	1848
505	Worsborough Dale - N.S. 5	169 0 0	1848
505	‡Worsborough, Grammar.		
506	†Wortley (near Sheffield) - - N.S. 11		
500	Wortley, New (near Leeds) - - N.S. 5	500 0 0	1849
	" " - "	12 12 0	1856
	" " - "	9 7 9	1861
500	Wortley (New), Zion B.S. 1	*400 0 0	1837
	" - "	150 0 0	1843
500	Wortley, Old (near Leeds) - - N.S.	*55 0 0	1836
504B	†Wragby - - N.S.*a*		
503	Wrenthorpe - N.S. 6	100 0 0	1845
517	Wressle - - Par.	144 0 0	1859
499	†Wyke - - N.S. 2		
525	†Wykeham - - N.S. 6		
516	‡Ypham - - N.S.		
493B	Yeadon - - N.S. 9	272 0 0	1849
493B	†Yeadon, Upper - N.S. 9		
526	*Yedingham* - - N.S.	*12 0 0	1836
515	†York, All Saints and St. Peter's the Little - - N.S. 4		
515	†York, Aldwark - N.S. 4		
515	†York and Ripon, Female Practising 4		
515	York and Ripon, Male Practising - 4	100 0 0	1851
515	†York and Ripon Model 4		
515	York, Bishopgate - N.S. 11	11 6 8	1855
515	†York, Bishophill - B.S. 2		
515	†York (Hope Street) B.S. 2		
515	†York, Industrial Ragged.		
515	York, Manor House N.S. 4	23 6 8	1855
	" - "	18 13 4	1855
515	York, Micklegate, Trinity, Girls, District N.S. 4	176 10 0	1853
515	York, Micklegate, Trinity, Boys - N.S. 4	*125 0 0	1836
	" - "	102 6 0	1861
515	York (Priory Place) Wes. 2	1,691 0 0	1858
515	York, St. Cuthbert's N.S. 11		
515	York, St. George's - Wes. 2	1,546 9 6	1858
515	†York, St. George's, Boys - - R.C. 9		
515	†York, St. George's, Girls - - R.C. 9		
515	York, St. Thomas' - N.S. 4	493 0 0	1859
515	York, Walmgate, St. Margaret's - N.S. 11	200 0 0	1842
	" " - "	75 0 0	1847
	" " - "	83 10 0	1858
	†Yorkshire Reformatory - - R.C.		

ISLANDS.

	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	CHANNEL ISLANDS.		
	†Alderney - - N.S. 8		
	Alderney - - Wes. 8	150 0 0	1855
	Guernsey, St. John's N.S. 8	40 0 0	1842
	" " - "	56 10 0	1842
	" " - "	298 10 0	1859
	†Guernsey, St. Marie du Castel's Infant - 8		
	Guernsey, St. Peter's Port - - B.S. 8	*46 0 0	1839
	" " - "	266 0 0	1843
	" " - "	14 10 0	1856
	†Guernsey, St. Peter's Port - - N.S. 8		
	†Guernsey, St. Peter's Port, St. Joseph's R.C. 8		
	Jersey - - N.S. 8	*125 0 0	1840
	" - - "	51 0 0	1857
	Jersey, Gorey - N.S.	*100 0 0	1836
	Jersey, Grouville, Central - - N.S.	381 0 0	1857
	Jersey (St. Helier), St. Peter and St. Mary - - R.C. 7		
	CHANNEL ISLANDS—*cont.*		
	†Jersey, St. James'- - N.S. 8		
	Jersey, St. Mark's - N.S. 8	200 0 0	1846
	" " - "	16 5 0	1853
	" " - "	27 17 6	1854
	" " - "	77 0 0	1857
	Jersey, St. Owen's, Central - Ch. of E. 8	277 12 6	1863
	Jersey, St. Owen's - Wes. 8	235 15 0	1862
	" " - "	65 0 0	1864
	†Jersey, St. Paul's - N.S. 8		
	Jersey, St. Peter's - N.S. 8	267 10 0	1862
	†Jersey, St. Saviour's N.S. 8		
	†Jersey, Trinity - N.S.		
	ISLE OF MAN.		
	Arbory - - N.S.	*50 0 0	1835
	‡Bishopscourt, Model N.S.		
	†Cronkbourne - N.S. 7		
	Cronk-ne-Voddy, St. John's - - N.S.	48 10 0	1842
	Dhoon Bridge - N.S.	*44 0 0	1836
	Dolby - - B.S.	*150 0 0	1840

a Inspection declined.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	ISLE OF MAN—*cont.*		
	†Dolby - - N.S. 7		
	†Douglas - - R.C. 6		
	†Douglas, Thomas Street - - Wes. 8		
	Douglas, St. Barnabas' - - N.S. 7	85 0 0	1845
	" " - "	16 13 4	1851
	" " - "	4 5 0	1862
	†Douglas, St. George's (Athol Street) - N.S. 7		
	Foxdale, St. Patrick's (Mining) - Ch. of E. 7	100 0 0	1848
	Jurby " - Ch. of E. 7	59 0 0	1850
	Kirk Andreas - N.S. 7	228 6 0	1863
	" " - "	*72 0 0	1837
	Kirk Braddan - N.S.	72 6 0	1848
	Kirk German, St. John's - - N.S. 7	344 0 0	1860
	†Kirk Marown - Par.	70 0 0	1845
	Kirk Maughold - Par.	140 5 0	1854
	Kirk Michael - N.S.	67 10 0	1841
	Kirk Onchan - Par. 7	77 0 0	1846
	" - "	10 13 4	1859
	" - "	100 0 0	1861
	Kirk Patrick - Par. 7	200 0 0	1855
	ISLE OF MAN—*cont.*		
	Kirk, St. Anne's - N.S.	100 0 0	1852
	Laxey Glen - - N.S. 7	*38 0 0	1836
	Malew, Ballasalla - N.S. 7	88 0 0	1843
	" " - "	100 0 0	1855
	Malew, Castletown - N.S. 7	*90 0 0	1839
	" " - "	82 6 0	1850
	" " - "	99 0 0	1862
	Malew, Grenaby - N.S. 7	*50 0 0	1835
	Malew, St. Mark's Ch. of E. 7	70 0 0	1845
	" " "	30 0 0	1846
	Man, Isle of, St. Jude's - - N.S.	63 0 0	1855
	Peel, Christians', Bp. Wilson's, Endowed N.S. 7	100 0 0	1842
	" " - "	315 0 0	1862
	" " - "	42 18 11	1862
	Peel, Mathematical and Nautical - - 7	112 0 0	1850
	Peel - - - Wes.	395 0 0	1863
	Port, St. Mary's - N.S. 7	*75 0 0	1837
	Ramsey - - N.S. 7	*155 0 0	1835
	" - - "	122 15 3	1850
	Rushen - - N.S. 7		
	Rushen - - Par. 7	344 10 6	1861
	Sulby - - N.S. 7	*100 0 0	1840

WALES.

			£ s. d.	
	ANGLESEA.			
623	Aberffraw - - Par. 5	285 2 0		1860
623	Amlwch - - B.S. 5	1,146 0 0		1860
623	†Amlwch - - N.S. 5			
621	†Beaumaris - - Par. 6			
621	Bodlondeb Pentraeth - - N.S. 5	148 17 6		1864
623	†Bryngwran - - N.S. 5			
623	Cemaes - - B.S. 5	150 0 0		1847
	" - - "	59 11 4		1859
620	†Dwyran - - B.S. 6			
621	Gaerwen - - N.S. 5	171 0 0		1850
621	†Gaerwen - - B.S. 5			
623	Gwalchmai - - B.S. 5	240 0 0		1856
623	Gwalchmai - - N.S. 5	*30 0 0		1840
	" - - "	90 0 0		1856
623	*Henegluys* - - B.S.	18 0 0		1840
623	*Holyhead* - - B.S.	*a*37 0 0		1836
623	Holyhead - - B.S. 5	354 0 0		1849
	" - - "	30 15 0		1853
	" - - "	138 4 0		1856
	" - - "	76 0 0		1856
	" - - "	146 0 0		1858
623	*Holyhead, Penrhos-y-Falew* - - N.S.	*b* 55 0 0		1844
	" - - "	15 6 3		1844
623	Holyhead Town - N.S. 5	993 12 0		1860
623	*Llanallgo* - - N.S.	75 0 0		1846
623	†Llanbadrig - Ch. of E. 5			
623	Llandeusant and Llanbabo - - N.S. 5	164 0 0		1849
621	†Llandegfan - - N.S. 5			
621	Llandysilio - - N.S. 6	149 0 0		1853
621	ANGLESEA—*cont.* †Llanedwin, Duchess of Kent's - - N.S. 5			
623	†Llanerchymedd - N.S. 6			
623	Llanerchymedd - B.S. 5	857 0 0		1869
623	‡Llanfachreth - B.S.			
633	Llanfihangel-yn-howyn - - N.S.	136 8 0		1863
623	Llangefni - - B.S. 5	179 15 0		1852
	" - - "	14 0 0		1855
	" - - "	68 9 0		1858
623	Llangefni - - N.S. 5	279 10 0		1853
620	†Llangeinwen - N.S. 6			
620	*Llangeinwen* - B.S.	180 0 0		1849
621	Llangristiolus - N.S. 5	50 0 0		1844
	" - - "	6 0 0		1856
623	Llanrhyddlad - B.S. 5	130 0 0		1846
	" - - "	80 0 0		1856
623	*Llanrhyddlad* - N.S.	208 0 0		1847
623	Llanvaelog - - N.S. 5	121 0 0		1849
623	Marian Glas - B.S. 5	165 0 0		1847
621	†Menai Bridge - B.S. 5			
621	Penmon & Llangoed N.S. 5	133 0 0		1852
623	*Pensarn* - - N.S.	*40 0 0		1836
621	Pentraeth - - B.S. 4	214 12 6		1864
623	Rhosybol - - B.S. 5	200 0 0		1848
	" - - "	32 0 0		1858
623	Trevdraeth and Llangadwaladr - N.S. 5	505 0 0		1860
	BRECONSHIRE.			
584	Abercrave - - N.S. 10	144 10 0		1854
599	Abergwessin - - 11	93 0 0		1851
	" - -	6 10 0		1859

a Repaid 19th February 1846.
b This school pulled down and proceeds of materials appropriated towards erecting Holyhead New Town School.

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	BRECONSHIRE—*cont.*		
601	†Beaufort - - B.S. 11		
601	†Beaufort, Dr. Bevan's B.S. *a*		
600	†Brecon - - P.U.		
600	*Brecon, St. David's* N.S.	*b* *73 0 0	1836
600	†Brecon, St. John's (Pendre) - - N.S. 10		
600	Brecon, St. Mary's - N.S. 10	214 10 0	1850
	" " - "	9 12 6	1860
601	Brynmaur - - B.S. 11	83 6 8	1856
600	Castle Madoc - B.S. 11	84 0 0	1854
600	†Cathedine - - N.S. 10		
582	†Cefn, Boys' and Girls' B.S. 2		
601	†Crickhowel - N.S. 10		
587	‡Cwmtwrch - - N.S. *c*		
587	‡Cwmtwrch, Charity *c*		
600	Devynnock (Sir J. Davey's) Endowed 10	77 0 0	1840
	" " - -	23 6 8	1855
602	†Glasbury - - Par. 10		
602	Hay - - - N.S. 10	65 13 0	1855
600	Llandefaelog-fach - N.S. 10	25 0 0	1856
	" " - "	116 0 0	1859
601	Llanelly - - N.S. 10	*50 0 0	1836
	" - - "	6 0 0	1847
	" - - "	67 10 0	1857
	" - - "	18 13 6	1863
599	*Llanfihangel, Nant Bran* - - N.S.	91 10 0	1863
600	Llanfrynach Ch. of E. 10	86 18 0	1856
599	†Llangamarch - N.S. *d*		
600	†Llangasty-tal-y-lynn N.S. 10		
601	Llangenny - - N.S.	74 0 0	1848
601	†Llangynidr - Ch. of E. 10		
602	*Llanigon* - - N.S.	*30 0 0	1838
600	Llanspythid - - N.S. 10	74 5 0	1861
600	Llywell - Ch. of E. 10	226 5 0	1864
602	Llyswen - - N.S. 10	134 0 0	1859
602	†Talgarth - Ch. of E. 10		
602	Talgarth - - B.S. 11	170 0 0	1860
600	Talybont - - N.S. 10	189 7 6	1861
600	Trallong - - N.S. 10	183 12 0	1858
600	†Trecastle - - B.S. 11		
582	*Vaynor, Gamponty-sticcill* - - N.S.	74 5 0	1863
584	*Ynisceduyn (Iron Works)* - - -	250 0 0	1844
	" " - -	125 0 0	1844
584	Ystradgunlais - N.S. 8	150 0 0	1862
584	†Ystradgunlais - B.S. 5		
	CAERMARTHENSHIRE.		
589	Abergwili - - N.S. 6	*80 0 0	1834
588	†Amman Iron Works B.S. 7		
588	Bettws - - N.S. 5	55 0 0	1845
	" - - "	28 0 0	1847
	‡Blaen-y-coed - B.S.		
586	†Bryn - - - B.S. 8	104 12 6	1864
589	Caermarthen, Lancasterian - - 7	465 0 0	1850
	" " - -	21 0 0	1854
	" " - -	140 0 0	1860
589	Caermarthen, St. David's, Practising 6	727 0 0	1849
	" " - -	194 0 0	1858
587	Capel Cynfal - N.S.	123 0 0	1849
594	†Capel Evan - - B.S.		
588	†Cross Inn - - B.S. 7		
588	†Cwmamman - N.S.		
588	†Cwmdu - - N.S. Cwmdur - - N.S. 11	174 2 6	1864
583	†Cwm Ivor - - B.S. 7		
590	†Cwmfelinboeth - N.S. 6		
586	†Dafen (Tin Plate Works) - - N.S. 5		
586	Felinfoel - - B.S. 8	27 5 0	1862
586	†Felinfoel, Trinity - N.S. 11		
589	Ferryside, St. Thomas' - - Par. 6	404 0 0	1856
595	†Ffaldybrenin - B.S. 7		
586	†Gwendraeth (Pont-y-berem) Iron Works 7		
587	†Gwynfe - - B.S. 7		
594	Kenarth - - N.S.	*32 0 0	1838
586	Kidwelly - - N.S. 11		
586	Kidwelly - - B.S. 7	297 0 0	1860
589	†Laugharne - - N.S. 6		
590	†Llanboidy - - N.S. 11		
589	Llandarog - - N.S. 6	148 13 4	1853
	" - - "	50 0 0	1854
589	*Llandefeilog* - N.S.	225 19 6	1855
589	Llandefeilog Idole B.S.	11 10 7	1863
588	†Llandilo-faur - N.S. 4		
588	†Llandilo, Tabernacle B.S. 7		
587	Llandovery - - B.S. 7	332 0 0	1849
	" - - "	38 10 0	1858
587	Llandovery - - N.S. 5	300 0 0	1846
588	Llandybie - - N.S. 5	130 0 0	1849
588	†Llanegwad - - N.S. 6		
586	*Llanelly* - - N.S. *e*	*113 0 0	1837
	" - - "	*87 0 0	1839
586	Llanelly, Boys and Girls - - B.S. 8	250 0 0	1854
	" " - "	75 0 0	1857
586	Llanelly, Infants - B.S. 8	20 0 0	1852
	" " - "	192 0 0	1855
586	†Llanelly (Copper Works) - - B.S. 8		
586	Llanelly, Five Roads B.S. 7	108 0 0	1863
586	†Llanelly, New Dock B.S. 8		
588	†Llanfihangel Aberbythic - - N.S. 5		
589	*Llanfihangel Uwch Gwili* - - N.S.	50 0 0	1848
587	†Llangadock, Bethlehem - - B.S. 7		
587	Llangadock - - B.S. 7	73 10 0	1852
588	‡Llangathen - - N.S.		
594	*Llangeler* - - N.S.	100 0 0	1850
589	†Llangendeirne - Par. 6		
586	Llangennech Ch. of E. 5	66 0 0	1851
	" - - "	10 0 0	1852
	" - - "	58 10 0	1856
589	Llanllwch - - N.S. 6	6 2 0	1859
586	Llannon - - N.S. 5	33 0 0	1858
589	Llanpumpsaint Mixed 6	165 0 0	1863
587	†Llansadwrn - - B.S. 7		
589	†Llanstephan - N.S. 6		
586	†Llwynhiendy - B.S. 8		
590	†Marros - - N.S. 6		
587	†Mothfai - - N.S. 5		
589	*Mydrim* - N.S.	15 0 0	1846
594	Newcastle Emlyn - N.S. 6	118 10 0	1850
	" " - "	70 0 0	1857
586	†Pembrey (Copper Works) - - B.S. 8		
578	†Rhandirmwyn - B.S. *e*		

a Now merged into Beaufort B.S. *b* School pulled down. *c* No longer exists.
d Inspection withdrawn. *e* School closed.

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	CAERMARTHENSHIRE—*cont.*			
578	Rhandirmwyn	N.S. 5	209 19 0	1860
588	†Trap (Llandilo)	N.S. 5		
586	†Tycroes	N.S. 11		
589	†Whitemill	B.S. 7		
	CAERNARVONSHIRE.			
619	*Abercerch*	N.S.	*40 0 0	1836
621	*Bangor, Infants*	N.S.	*72 0 0	1836
621	†Bangor	N.S. 6		
621	Bangor (Garth Road)	B.S. 5	500 0 0	1849
	" "	"	28 8 0	1854
	" "	"	6 10 0	1854
	" "	"	132 0 0	1858
	" "	"	55 0 0	1859
621	‡Bangor	R.C.		
621	*Bangor, St. Paul's*	Wes. 6	1,559 0 0	1859
618	Beddgelert	B.S. 6	150 0 0	1851
	"	"	16 10 0	1857
618	Beddgelert	N.S. 6	300 0 0	1859
620	†Bethesda	B.S. 5		
620	*Bettws Garmon*	N.S. *a*	30 0 0	1844
619	Bodfean	N.S.	50 0 0	1844
623	†Bodfeirig	N.S. 6		
620	Bontnewydd	N.S. 6	63 0 0	1845
	"	"	84 0 0	1850
619	*Bottwnog*	N.S.	66 0 0	1847
	"	"	6 0 0	1847
620	Bronyfoel	N.S. 6	472 10 0	1846
619	*Bryncroesand Rhyw*	N.S.	*45 0 0	1837
	" "	"	29 7 8	1852
620	Caernarvon	B.S. 6	1,080 0 0	1859
620	Caernarvon, Model	Ch. of E. 6	*100 0 0	1837
	" "	"	716 0 0	1844
	" "	"	250 0 0	1848
	" "	"	39 16 10	1859
620	Clynnog	N.S. 6	163 0 0	1850
622	Colwyn	N.S. 2	100 0 0	1849
622	Conway	N.S. 6	*108 0 0	1840
	"	"	54 0 0	1852
620	Deiniolen	B.S. 6	741 0 0	1856
620	Dinorwig, Llandeiniolen	N.S. 6	633 0 0	1856
620	†Dinorwic	B.S. 6		
620	†Dolbadarn	B.S. 6		
622	Dwygyfylchi	N.S. 6	190 0 0	1848
619	Edern	N.S. 6	90 0 0	1847
622	†Eglwys Rhos	N.S. 6		
621	Glan-Ogwen	N.S. 6	208 5 0	1853
622	*Llanbedr and Caerhun*	N.S.	*47 0 0	1835
621	†Llandegai	N.S. 7		
622	Llandudno	N.S. 2	126 0 0	1846
	"	"	175 0 0	1855
620	Llandwrog	N.S. 6	199 15 0	1854
619	Llanengan	B.S.	191 0 0	1848
	"	"	44 12 0	1858
619	Llanengan	N.S.	118 0 0	1846
	"	"	39 0 0	1847
620	Llanfair-is-Gaer	N.S. 6	75 0 0	1845
	"	"	112 0 0	1861
621	Llanfair Vechan	N.S. 10	180 0 0	1850
622	Llangelynin Gyffin	N.S.	80 0 0	1844
619	*Llangwnadl*	N.S.	149 10 0	1859
619	Llaniestyn	N.S. 5	40 0 0	1843
	"	"	17 0 0	1844
	"	"	25 0 0	1858
621	†Llanllechid	B.S. 5		
621	Llanllechid	N.S. 6	101 0 0	1848
	"	"	46 13 4	1855
620	*Llanllyfni*	B.S. 5	288 17 6	1863
619	Llannor	N.S. 7	44 0 0	1855
620	†Llanrug	N.S. 7		
620	*Llanrug*	B.S.	322 2 6	1854
619	Llanystymdwy	N.S. 6	91 7 6	1853
	"	"	60 2 6	1862
620	Nant Peris	B.S. 6	229 10 0	1857
619	*Nevyn*	N.S.	*62 0 0	1840
	"	"	25 0 0	1844
619	Nevyn	B.S. 6	670 4 0	1862
620	Pantglas	N.S. 7	355 0 0	1859
622	†Penclyffrin	B.S. 5		
614	Penmachno	N.S. 6	282 0 0	1858
622	†Penmaenmaur, Infts.	N.S. 6		
621	†Pentir	Ch. of E. 7		
618	Portmadoc	N.S. 6	624 0 0	1857
619	Pwllheli	N.S. 6	200 0 0	1844
	"	"	70 0 0	1849
	"	"	6 0 0	1856
619	Pwllheli, Trod-yr-Allt Free	B.S. 6	707 0 0	1859
622	Roe Wen	B.S. 5	200 0 0	1849
620	†Talysarn	B.S. 5		
618	Tre and Port Madoc	B.S. 6	*60 0 0	1840
	"	"	53 10 0	1840
620	*Twthill*	N.S.	200 0 0	1848
	"	"	6 0 0	1852
619	†Tydweilog	N.S.		
621	†Tyntur	N.S. 6		
621	Vaynol	N.S. 6	373 10 0	1860
620	Waenfawr	N.S. 6	*93 0 0	1828
620	†Waenfawr	B.S. 5		
	CARDIGANSHIRE.			
596	Aberaron	N.S. 7	266 0 0	1849
594	Aberbank	N.S. 7	157 0 0	1849
593	Aberporth	N.S. 8	78 10 0	1853
	"	"	8 10 0	1858
597	†Abersytwith	N.S. 7		
597	Bangor Chapel	N.S.	139 15 0	1854
597	*Borth*	N.S.	100 0 0	1842
593	†Cardigan	B.S. 7		
593	Cardigan, St. Mary's	N.S. 7	322 0 0	1849
	"	"	12 13 0	1861
597	†Elerch	Ch. of E. 7		
596	*Henflynyw*	N.S.	*13 0 0	1836
594	†Horeb	B.S. 7		
595	Lampeter, Pont Stephen	N.S. 7	119 5 0	1850
	"	"	83 19 0	1858
596	Llanarth and Llapina	N.S. 7	306 0 0	1861
597	Llancynfelin	Ch. of E. 7	174 4 0	1858
593	Llanddewi Aberarth	N.S. 7	*40 0 0	1840
593	†Llandygwydd	N.S. 7		
594	*Llandyssil*	B.S.	78 0 0	1850
594	Llandyssil	N.S. 7	112 10 0	1852
	"	"	25 0 0	1852
598	*Llangeitho*	N.S.	82 0 0	1847
593	Llangoedmore	Ch. of E. 7	84 10 0	1849
	"	"	59 10 0	1849
594	*Llangranog*	N.S.	52 10 0	1846
	"	"	15 0 0	1847
596	*Llanllwchaiarn*	N.S.	*40 0 0	1835
595	†Llannon	B.S. 7		
597	†Llanrhystydd	B.S.		

a Not now in existence.

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	CARDIGANSHIRE—*cont.*		
597	†Llanychairn, Chancery Ch. of E. *a*		
596	†Llechrid - - B.S. 7		
598	Llwyndafydd - B.S. 7	153 0 0	1855
597	†Llwyny-Groes - B.S. 7		
	†Newgate - - B.S. 7		
596	†New Quay - - B.S. 7		
594	*Penbryn* - Ch. of E.	106 0 0	1859
597	†Penllwyn - - B.S. 7		
597	Pen-ŷ-parke - - N.S. 7	224 0 0	1847
	" - - "	12 19 7	1854
597	†Ponterwyd - - B.S. 7		
598	†Pontrhydfendigaid B.S. 7		
597	†Talybont - - B.S. 7		
598	†Tregaron - - B.S. 7		
	DENBIGHSHIRE.		
613	Abergele - - N.S.	*70 0 0	1838
611	†Berse Drelincourt - N.S.		
611	*Bersham* - - N.S.	76 10 0	1856
613	*Bettws-in-Rhos* Ch. of E.	257 0 0	1862
614	Blaenan Llangernyn B.S. 5	200 0 0	1849
	" " "	43 13 6	1858
611	Brymbo and Broughton - - B.S. 8	1,072 0 0	1861
611	Brymbo - - N.S. 3	373 0 0	1852
614	†Capel Garmon - N.S.		
613	†Cefn Meriadog - N.S. 4		
361	†Chirk - - B.S. 11		
361	Chirk - - N.S. 3	100 0 0	1844
	" - - "	11 0 0	1845
613	Denbigh - - N.S. 4	392 0 0	1848
	" - - "	10 18 4	1857
613	Denbigh - - B.S. 4	400 0 0	1846
	" - - "	12 0 0	1851
	" - - "	24 0 0	1854
614	Eglwysfach - - N.S. 4	*75 0 0	1836
611	Gresford - - N.S. 3	*100 0 0	1838
611	Gwersyllt - - N.S. 3	87 0 0	1852
	" - - "	641 2 1	1853
612	*Gyffylliog* - - N.S.	180 0 0	1859
613	†Henllan - - N.S. 4		
615	Llanarmon Dyffrin Ceiriog - - N.S.	29 0 0	1844
615	†Llanarmon-in-Yale - N.S. 4		
613	†Llanddulas - - N.S. 4		
612	Llandyrnog - - N.S. 4	*50 0 0	1838
	" - - "	132 0 0	1855
612	*Llanelidan* - - N.S.	70 0 0	1846
	" - - "	8 10 0	1859
613	Llanfair Talhaiarn - N.S. 4	*50 0 0	1836
	" - - "	35 0 0	1850
612	Llanferres - - N.S. 4	55 0 0	1847
	" - - "	40 0 0	1856
609	†Llangedwin - - N.S. 3		
614	†Llangerniew - Par. 4		
615	Llangollen - - B.S. 10	275 0 0	1848
	" - - "	8 16 0	1854
	" - - "	21 13 0	1858
615	Llangollen - - N.S. 3	103 0 0	1842
	" - - "	18 0 0	1852
615	†Llangollen Infant S.		
613	†Llannefydd - - B.S. 5		
612	†Llanrhaiadr-yng-Nghinmeirch - N.S. 4		
609	†Llanrhaidr-yn-Mochnant - - B.S. 10		

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	DENBIGHSHIRE—*cont.*		
609	Llanrhaidr-yn-Mochnant - - N.S. 3	352 0 0	1859
612	†Llanrhaidar Prion - B.S. 4		
612	†Llanrhydd, Infants - 4		
614	Llanrwst - B.S. 5	227 14 0	1847
614	Llanrwst - - N.S. 4	296 0 0	1847
	" - - "	17 0 0	1856
622	Llansaintfraid Glan Conway, or Bryn-rhys - - N.S. 4	*50 0 0	1835
	" "	468 0 0	1857
615	Llansaintfraid Glyn Ceiriog - - N.S.	*64 0 0	1839
	" "	83 0 0	1859
613	Llansannan - N.S.	200 0 0	1858
615	Llantysilio - - Par. 3	238 0 0	1860
611	Minera - - N.S. 3	373 0 0	1852
612	Nantglyn - - N.S. 4	227 0 0	1859
611	Rhos-Llanerchrugog N.S. 3	200 0 0	1844
	" " - "	66 0 0	1846
	" " - "	79 0 0	1856
611	†Rhos-y-medro - - N.S. 3		
611	Ruabon - - N.S. 3	306 0 0	1848
	" - - "	121 0 0	1856
	" - - "	30 2 9	1856
	" - - "	23 10 0	1860
612	Ruthin - - B.S. 4	618 0 0	1848
	" - - "	74 2 9	1856
612	Ruthin - - N.S. 4	361 0 0	1849
	" - - "	47 18 0	1855
	" - - "	9 5 0	1860
613	Trefnant, Trinity - N.S. 4	233 0 0	1861
615	†Vron - - B.S. 10		
611	Wrexham - - N.S. 3	*125 0 0	1838
	" - - "	14 6 0	1841
	" - - "	150 0 0	1850
	" - - "	10 12 6	1854
611	†Wrexham, Brook Street - - B.S. 10		
611	*Wrexham, Chester Street* - - B.S. *b*	150 0 0	1841
614	Ysgutty - - N.S. 4	216 0 0	1858
	FLINTSHIRE.		
613	Asaph, St. - - N.S. 1	15 0 0	1856
	" - - "	400 0 0	1864
613	†Asaph, St. (Girls) - N.S. 1		
613	†Asaph, St. - - R.C.		
610	Bagillt - - N.S. 1	150 0 0	1841
	" - - "	30 0 0	1844
610	Bistre-in-Mold - N.S. 2	100 0 0	1842
	" - - "	36 10 0	1860
613	†Bodelwyddan - N.S. 2		
613	Bodvari - - N.S. 3	360 0 0	1861
459	†Broughton - - N.S.		
610	Brynford - - N.S. 2	198 8 6	1853
610	†Buckley, Lane End. N.S.		
610	Buckley, St. Matthew's - - N.S. 1	411 4 0	1849
	" " "	222 0 0	1857
610	†Carmel - - B.S. 5		
610	Cilcain - - N.S. 2	65 0 0	1843
613	†Dyserth - - N.S. 2		
610	Flint - - N.S. 1	20 0 0	1844
	" - - "	38 0 0	1855
	" - - "	1,048 4 0	1859
610	†Flint - - R.C. 4		
610	Gorsedd - - N.S. 2	82 17 6	1854

a School closed.

b School incorporated with Wrexham, Brook Street, B.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment
	FLINTSHIRE—*cont.*	£ s. d.	
610	Gwernaffield - - N.S. 1	*100 0 0	1838
	" - - "	30 0 0	1850
	" - - "	300 0 0	1858
	" - - "	144 10 0	1858
610	†Halkyn - Ch. of E. 2		
459	†Hawarden (Boys, Girls, and Infants) - Ch. of E. 2		
459	Hawarden, Saint John's - - N.S. 2	*125 0 0	1838
610	Holywell - - N.S. 1	83 0 0	1855
610	†Holywell - - P.U.		
610	†Holywell, St. Winifred's - - R.C. 4		
610	Leeswood Dist. Ch. of E. 2	405 0 0	1859
610	Llaxwn - - B.S. 5	204 0 0	1849
	" - - "	37 6 8	1856
610	Llanasa - - Par. 2	390 0 0	1859
613	Meliden - - N.S. 1	200 0 0	1843
	" - - "	55 0 0	1856
610	Mold - - - N.S. 1	452 10 0	1850
	" - - "	18 15 0	1856
	" - - "	9 0 0	1857
610	Mold - - - B.S. 4	180 0 0	1846
	" - - "	105 0 0	1856
610	Mostyn - - N.S.	250 0 0	1847
610	†Newmarket - - Par. 1		
610	†Northop - - N.S. 1		
610	†Pantasaph - - R.C.		
610	*Pont-Bleiddyn* - N.S.	a*75 0 0	1836
613	†Prestatyn - - N.S. 2		
	†Redbrook, Village School.		
610	Rhosemor - - N.S. 1	305 0 0	1859
613	Rhuddlan, Boys - N.S. 1	18 0 0	1856
613	†Rhuddlan, Girls - Par. 1		
613	Rhyl - - - N.S. 2	51 0 0	1842
	" - - "	501 0 0	1858
613	†Rhyl - - - R.C. 4		
610	Talacre - - R.C. 4	670 0 0	1859
611	†Threapwood - N.S. 2		
613	†Tremeirchion - N.S. 2		
611	Trenddyn - - N.S. 2	70 0 0	1844
	" - - "	24 15 0	1860
610	Wepre, St. Mark's (Northop) - N.S. 2	*100 0 0	1837
	" " - "	50 0 0	1846
	" " - "	7 0 0	1855
610	†Whitford - - N.S. 1		
610	Ysceifiog - - N.S. 1	120 15 0	1852
	GLAMORGANSHIRE.		
584	Aberavon - - N.S. 3	172 10 0	1854
582	Aberdare - - B.S. 2	350 0 0	1859
582	†Aberdare - - Wes. 2		
582	Aberdare, Town - N.S. 2	285 15 0	1851
582	†Abernant - - B.S. 2		
584	†Bagland, Infants - N.S. 1		
583	*Bettws* - - N.S.	71 0 0	1850
585	†*Bishopston and Pennard* - - N.S.	216 0 0	1851
585	†Black Pill, Infants - B.S. 5		
583	Bride, St., Major - N.S. 2	*30 0 0	1840
	" - - "	27 0 0	1845
583	Bridgend " - - N.S. 2	582 0 0	1862
583	†Bridgend - - Wes. 5		
584	Briton Ferry - N.S. 3	434 0 0	1858
583	*Bryncethin* - - N.S.	233 0 0	1860
584	Bryncock - - N.S. 3	173 0 0	1858
	" - - "	85 0 0	1860
584	Cadoxton-juxta-Neath - - N.S. 2	152 0 0	1849
	" " - "	201 0 0	1852
	" " - "	57 0 0	1859
581	*Cadoxton, Merthyrdovan* - - N.S.	56 0 0	1847
	Cadoxton, Neath, Higher - - N.S.	*See* Neath.	
581	Canton - - N.S. 2	270 0 0	1853
581	†Cardiff, Bute Docks B.S. 5		
581	†Cardiff - - Wes. 5		
581	Cardiff - - R.C. 6	720 0 0	1856
581	†Cardiff, Ragged and Industrial.		
581	†Cardiff, St. John's - N.S. 3		
581	Cardiff, St. Mary's - N.S. 3	380 0 0	1848
	" " - "	36 0 0	1849
	" " - "	40 0 0	1849
	" " - "	260 0 0	1861
582	*Clydach* - Ch. of E.	243 2 6	1864
582	†Clydach - - B.S. 5		
583	Cowbridge and Llanbethian - - N.S. 4	*45 0 0	1839
	" " - "	12 15 0	1855
583	*Coychurch* - - N.S.	*20 0 0	1837
	" - - "	27 10 0	1851
584	*Crynant* - - N.S.	228 0 0	1858
584	†Cwm - - - B.S. 5		
582	†Cwmamman - - B.S. 2		
584	†Cwm Avon Works - N.S. 1		
582	Cwmbach - - N.S. 3	200 0 0	1850
584	†Cwmllynfell - B.S. 5		
582	†Cyfarthfa, Girls' - B.S. 2		
582	Cyfarthfa - - N.S. 2	46 0 0	1855
582	‡Cyfarthfa, George Town - - N.S.		
581	Cymmer - - N.S. 3	403 0 0	1858
	" - - "	37 10 0	1865
582	†Dowlais - - - 8		
582	Dowlais, St. Mary's R.C. 6	238 0 0	1861
582	Duffryn - - 2	652 0 0	1857
582	Duffryn - - B.S. 2	606 0 0	1862
581	†Fagan's, St., Castle, Lady Clive's - N.S. 4		
581	Fagan's, St., Dist. - N.S. 3	713 0 0	1858
582	†Gellifaelog - - B.S. 8		
582	†Gellygaer, Endowed 3		
582	*Gellygaer, Pochriew* N.S.	87 10 0	1863
584	*Giant's Grave* - B.S.	96 0 0	1842
585A	†Glais - - N.S. 1		
	†Glamorganshire Reformatory.		
581	Glyntaff (Mixed) - N.S. 3	180 0 0	1856
	" (Infants) - "	110 5 0	1862
581	Grange Town - N.S. 4	233 2 6	1861
585	†Hafod Copper Works 5		
582	†Hirwain - - B.S. 2		
584	†Kilvey Copper Works 5		
581	Llantlaff - - N.S. 3	29 0 0	1856
	" - - "	233 10 0	1862
585	Llandaff, Mendu Ch. of E. 3	314 0 0	1860
585A	Llandeilo Talybont, or Pontarddulais N.S. 1	128 0 0	1846
	" " - "	10 0 0	1851
	" " - "	9 0 0	1856
	" " - "	3 7 6	1856
	" " - "	57 0 0	1859
582	Llanfabon - - N.S. 3	288 0 0	1850

a School pulled down, and proceeds of materials appropriated towards erecting a new school at Leeswood.

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	GLAMORGANSHIRE—*cont.*		
583	*Llangyfelach* - N.S.	35 0 0	1846
	" - "	3 6 0	1846
	" - "	10 0 0	1847
584	†Llansamlet - - B.S. 5		
581	†Llantrisant - - N.S. 2		
581	Llantrisant, Dinas Colliery - - B.S. 2	43 2 6	1862
581	†Llantwit, Major - N.S.		
582	Llanwonno - - N.S. 3	208 4 0	1856
582	†Llwydcoed - - B.S. 2		
586	Loughor - - Par. 2	169 18 0	1854
	" - - "	82 10 0	1862
583	†Maesteg Iron Works B.S. 5		
583	†Maesteg, Llynvi Iron Works - - - 5		
583	†Maesteg, or Llangoyndd (Spelter Works) - - B.S. 5		
582	Merthyr Tydvil, St. David's - - N.S. 2	300 0 0	1849
	" " - "	108 15 2	1852
	" " - "	25 0 0	1858
585	*Morriston* - - B.S.	*150 0 0	1837
584	Mumbles - - B.S. 5	*30 0 0	1839
581	*Nantgarw* - - N.S.	75 0 0	1846
584	Neath, Alderman Davies' Charity - 2	1,150 0 0	1858
584	Neath Abbey - B.S. 5	140 0 0	1861
584	Neath, Higher - N.S. 1	418 16 0	1861
584	Neath, School Society's - - B.S. 5	635 0 0	1858
583	Newton Nottage - N.S.	96 0 0	1848
581	†Nicholas, St. - N.S.		
581	Penarth - - N.S. 4	237 16 0	1865
585	*Penclawdd* - - N.S.	58 0 0	1843
585	†Penclawdd - - B.S. 5		
581	Penmark - - N.S. 3	70 0 0	1847
582	†Pentrebach - - N.S. 1		
584	†Pentrechwyth, Infants - - 5		
581	*Pentyrch* - - N.S.	*32 0 0	1836
582	‡Pen-y-darran Iron Company's Ch. of E.		
584	Pontardawe - N.S. 3	432 0 0	1857
582	†Pontypridd - - Wes. 2		
582	†Porth - - B.S. 2		
583	†Pyle, Bryndu Colliery 1		
584	‡Resolven, Village.		
581	*Ruddry* - - N.S.	25 0 0	1843
	" - - "	15 0 0	1844
585	†Sketty, St. Paul's - N.S. 1		
585	†Sketty, Infants - B.S. *a*		
584	†Skewen - - N.S. 3		
585	Swansea - Ch. of E. 2	1,143 0 0	1848
	" - - "	6 4 0	1850
585	Swansea, (Goat Street), Boys - B.S. 5	203 8 0	1854
585	Swansea, (Queen Street), Girls - B.S. 5	170 13 4	1858
585	Swansea, St. David's R.C. 7	200 0 0	1862
585	†Swansea, St. Helen's, Infants - - 11		
585	Swansea, St. Peter's N.S. 2	363 12 0	1858
585	Swansea (South) - N.S. 2	714 8 0	1861
585	†Swansea, Upper - N.S.		
583	†Tondu Iron Works - B.S. 5		
582	†Treherbert - - B.S. 2		
582	†Troedyrhiw - - N.S. 11		
582	†Tydvils Well - B.S. 2		

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	GLAMORGANSHIRE—*cont.*		
584	†Tymaen (cwm Avon) Infants - 4		
585*a*	†Wannarlwydd - B.S. 5		
581	Whitchurch Ch. of E. 3	408 16 3	1861
583	*Wick* - - N.S.	29 0 0	1848
584	†Ystalyfera - - N.S. 3		
582	†Ystradyfodwg - B.S.		
582	Ystradyfodwy (Treherbert) - - N.S. 3	494 8 0	1861
	MERIONETHSHIRE.		
606	†Aberdovey - - 8		
617	†Aberllefenny - B.S. 4		
617	Arthog - - N.S. 8	50 0 0	1846
616	Bala - - B.S. 4	511 4 0	1856
616	†Bala - - N.S. 8		
617	Barmouth - - N.S. 8	*100 0 0	1842
	" - - "	10 0 0	1854
606	Bryncrug - - B.S.	108 0 0	1846
615	†Corwen - - N.S. 8		
615	Corwen - - B.S. 10	404 0 0	1857
615	†Cynwyd - - N.S.		
617	†Dolgelly - - B.S. 4		
617	Dolgelly - - N.S. 8	277 0 0	1847
617	†Dolmelynllyn - Sch. 8		
617	Dyffryn - - B.S. 4	199 6 0	1861
618	†Festiniog - - B.S. 6		
618	Festiniog, Slate Quarries - - B.S. 6	125 0 0	1850
	" " - "	37 0 0	1857
618	Festiniog and Maentwrog - - N.S. 8	38 17 3	1855
616	*Glanrafon* - - B.S.	80 0 0	1849
615	Glyndilfydwy, Mixed and Infants - B.S.	35 0 0	1843
	" - "	210 0 0	1862
618	†Harlech, Charity Ch. of E.		
616	†Llandderfel - - B.S. 4		
615	*Llandrillo* - - B.S.	130 0 0	1849
	" - - "	27 13 4	1858
617	†Llanelltyd Ch. of E. 8		
617	*Llanenddwyn* - N.S.	*45 0 0	1836
618	†Llanfair - - N.S. 8		
616	*Llanfaur* - - N.S.	*50 0 0	1836
618	Llanfrothen - - N.S.	243 0 0	1858
615	Llansantffraid, Glyndyfrdwy, (near Corwen) - - N.S. 8	278 0 0	1859
617	*Mallwyd* - - N.S.	130 0 0	1860
618	Penrhyn-deu-Dracth B.S. 6	309 0 0	1855
618	Talsarnau - - B.S. 6	282 0 0	1861
597	*Talybont* - - B.S.	73 0 0	1841
606	Towyn - - B.S. 4	335 14 0	1863
606	†Towyn - - N.S. 8		
606	Towyn and Pennal B.S. 4	90 0 0	1849
618	Trawsfynydd - N.S. 8	25 0 0	1844
	" - "	45 0 0	1852
	MONTGOMERYSHIRE.		
606	†Aberhosan - - B.S. 4		
609	†Arrdlyn - - Par. 11		
608	†Berriew, Endowed N.S. 10		
608	*Buttington* - - N.S.	*33 0 0	1838
609	Bwlch-y-Cibans - N.S.	122 8 0	1855
607	Carno - - B.S. 10	36 0 0	1852
608	†Castle Cacreinion - N.S. 10		
606	Cemmes - - B.S. 10	17 18 0	1856

a Amalgamated with Sketty St. Paul's, N.S.

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	MONTGOMERYSHIRE—*cont.*		
608	Churchstoke - N.S. 10	150 0 0	1848
	" - "	46 5 8	1854
606	*Darowen* - - N.S.	60 0 0	1841
606	Dylife - - N.S.	128 0 0	1859
608	Forden - - N.S. 10	105 0 0	1849
609	†Garthbeibio - - N.S. 10		
608	*Guilsfield Pool Quay* Ch. of E.	212 0 9	1862
606	†Llanbrynmair - B.S. 10		
606	Llanbrynmair - N.S. 10	156 0 0	1857
607	†Llandinam - Ch. of E. 11		
609	†Llandrinio - - Par. 10		
609	*Llandysilio* - - N.S.	*30 0 0	1835
608	†Llandyssil - - N.S. 10		
609	Llanfair Caereinion N.S. 10	100 0 0	1852
	" " - "	18 12 0	1863
609	Llanfair Caereinion B.S. 10	183 0 0	1850
609	†Llanfechan - - N.S. 10		
609	Llanfyllin - - N.S. 10	70 0 0	1843
609	Llanfyllin - - B.S. 10	219 0 0	1854
	" - "	29 2 8	1860
607	Llanidloes - - N.S. 10	240 0 0	1845
	" - "	13 0 0	1850
	" - "	34 5 0	1852
607	†Llanllwchairn - N.S. 10		
607	Llanwnog - - N.S. 10	72 0 0	1853
606	†Llanwrin - - N.S. 10		
607	Llanwyddelan - N.S.	87 4 0	1856
606	Machynlleth - N.S. 10	39 9 0	1849
	" - "	16 0 0	1854
	" - "	36 0 0	1859
609	†Meifod - - N.S. 10		
607	Newtown - - N.S. 10	300 0 0	1847
	" - "	84 8 0	1854
607	Newtown - - B.S. 10	210 0 0	1847
	" - "	60 0 0	1856
609	Penybontfawr - N.S.	274 0 0	1859
608	†Pool Quay - - N.S. 11		
607	†Sarn - - Ch. of E.		
608	†Trelystan.		
608	Welshpool, Boys and Girls - - N.S. 10	100 0 0	1855
608	Welshpool, Infants N.S.	115 0 0	1851
608	*Welshpool, The Belan* N.S.	60 0 0	1842
	PEMBROKESHIRE.		
590	*Amroth* - - N.S.	210 3 4	1860
592	†Brawdy - - N.S. 6		
592	*Brawdy Tancredston* N.S.	81 0 0	1863
591	†Burton - - N.S.		
593	Cilgerran - - N.S. 6	90 0 0	1844
	" - "	45 15 0	1859
591	Cosheston and Nash N.S. 7	285 3 0	1859
592	Fishguard - - N.S. 6	219 0 0	1850
591	*Florence (St.)* - N.S.	160 0 0	1859
592	Haverfordwest - N.S. 6	829 13 11½	1850
592	Haverfordwest - B.S. 7	*125 0 0	1838
592	†Haverfordwest, Girls B.S. 7		
592	†Haverfordwest, Prendergast, Girls - B.S. 7		
592	Hubberstone - N.S.	284 0 0	1856
590	*Jeffreston* - - N.S.	42 0 0	1844
592	*Johnstone* - - N.S.	*17 0 0	1837
590	†Lampeter Velfrey - N.S. 10		
592	Letterston - - N.S. 6	81 0 0	1853

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	PEMBROKESHIRE—*cont.*		
592	Llandeloy - - N.S.	227 0 0	1850
	" - "	100 0 0	1851
590	†Llandewi Velfry - N.S. 11		
592	*Llanrhian* - - N.S.	116 13 4	1853
591	†Llanstadwell, Endowed.		
590	*Llawhaden* - - N.S.	37 10 0	1847
	" - "	8 8 8	1860
593	*Manor Divy* - N.S. *a*	*42 0 0	1855
590	*Martletwy* - - N.S.	129 10 0	1854
592	†Milford Haven, Endowed - Ch. of E. 6		
590	†Narberth - - N.S. 6		
590	Narberth - - B.S.	*40 0 0	1839
591	†Pembroke - - N.S. 6		
591	†Pembroke - - B.S. 8		
591	Pembroke Dock - N.S. 6	250 0 0	1844
	" " - "	200 0 0	1848
	" " - "	12 0 0	1855
591	Pembroke Dock - B.S. 7	320 0 0	1849
	" " - "	31 0 0	1855
592	Puncheston - - N.S. 7	269 0 0	1855
590	*Reynalton* - - B.S.	*30 0 0	1836
591	Rhydberth - - N.S. 6	70 0 0	1853
	" - "	6 0 0	1855
592	*Roch* - - N.S.	86 15 0	1855
592	Rudbaxton - - N.S. 6	58 0 0	1846
592	Solva - - N.S.	*75 0 0	1838
592	Spittal - - N.S. 7	210 0 0	1857
591	†Stackpole - - N.S. 6		
590	Tavernspite - - N.S. 10	171 0 0	1846
590	*Templeton* - - B.S. *b*	*25 0 0	1836
591	Tenby - - N.S. 6	90 0 0	1840
	" - "	60 0 0	1845
	" - "	20 0 0	1846
591	†Tenby, Infant - N.S. 6		
591	Tenby, New Hedges Ch. of E. 6	119 0 0	1853
592	†Trefgarn - - B.S. 7		
592	†Trevine District - B.S. 7		
592	Uzmaston-cum-Boulston - - N.S. 6	147 0 0	1848
	" - "	20 0 0	1848
592	*Walton, West, and Talbenny* - N.S.	109 10 0	1851
591	†Warren, Agricultural 6		
592	†Wiston - - N.S. 7		
592	Wolfscastle - - B.S.	*175 0 0	1836
592	†Zion Hill - - B.S.		
	RADNORSHIRE.		
605	†Abbey-cwm-hir - N.S. 5		
602	Boughrood - - N.S. 5	74 0 0	1851
603	*Coscob* - - N.S.	134 0 0	1859
602	Clyro - - N.S. 5	276 0 0	1860
605	†Cwmtoyddur, End. Ch. of E. 5		
604	†Heyop - - Par.		
604	†Knighton - - N.S. 5		
605	Llanbadarnfawr - N.S.	202 0 0	1858
604	*Llananno-with-Llanbadarn Fynydd-Glan Ithon* Ch. of E.	202 10 0	1862
605	Nantmel - - N.S. 5	156 0 0	1856
603	†Radnor, New - N.S.		
603	*Radnor, Old* - N.S.	220 0 0	1850

a Inspection declined.

b School closed.

SCOTLAND.

NOTE.—G.A. denotes that the School is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., *Episcopal Church of Scotland*; R.C., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional* School; Par., a *Parochial* School; and Undl., that it is *Undenominational*.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
ABERDEENSHIRE.		
Aberdeen, Bon Accord F.C.	*250 0 0	1838
†Aberdeen, Dr. Bell's Day and Evening Undl.		
†Aberdeen (Dr. Brown's), Skene Square Ch. of S.		
†Aberdeen, Davidson's -		
†Aberdeen, East Parish F.C.		
Aberdeen, East Parish Sess.	*400 0 0	1840
" " "	54 0 0	1858
†Aberdeen Female Orphan Asylum - G.A.		
†Aberdeen, Gallowgate, Port Hill.		
†Aberdeen, Granton Lodge.		
Aberdeen Grey Friars F.C.	500 0 0	1841
†Aberdeen, Guestrow Reformatory.		
Aberdeen (John Knox's)		
Boys - - - Sess.	*100 0 0	1835
Aberdeen (John Knox's) Females - - Sess.	*38 5 0	1836
†Aberdeen (John Knox's) F.C.		
Aberdeen, North Parish Sess.	*300 0 0	1840
†Aberdeen, North Parish F.C.		
‡Aberdeen, Old Mill Reformatory - - Par.		
Aberdeen, South Parish F.C.	165 0 0	1841
Aberdeen, South Parish, Trinity - - Sess.	*220 0 0	1837
Aberdeen, West Parish Sess.	266 0 0	1850
†Aberdeen, St. Andrew's - - Epis.		
†Aberdeen, St. Andrew's, Female (late St. John's) - - Epis.		
†Aberdeen, St. John's - Epis.		
†Aberdeen, St. Peter's - R.C. *a*		
†Aberdeen, Shaw's Court, Female Industrial. Undl.		
†Aberdeen, Sheriff Watson's Female Industrial - - - F.C.		
Aberdeen (Sugar House Lane) Reformatory - -	204 0 0	1852
†Aberdeen, Trades Undl.		
Aberdeen, Union Parish - - F.C.	235 0 0	1841
Aberdeen, Woodside - F.C.	*150 0 0	1837
" " - "	14 0 0	1855
" " - "	16 13 4	1859
Aberdour - - F.C.	105 0 0	1850
†Aboyne, Lady Huntly's Female.		
†Aboyne - - - Par.		
†Alford, Female Estab. Ch.		
†Alford - - - Par.		
†Auchindoir - - Par.		
‡Auchindoir, Second - Par.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
ABERDEENSHIRE—*cont.*		
†Auchterless.		
Aucteriess, Badenscoth Ch. of S.	285 5 0	1863
†Ballogie, Female - Par.		
†Banchory Davenick - F.C.		
†Belhelvie - - Par.		
†Birse - - Par.		
†Blackburn, Female - F.C.		
†Blackhill.		
Bonny Kelly District - -	148 0 0	1860
‡Braemar, Inverey R.C.		
‡Braemar, Achendryne R.C.		
†Bridge of Don Subn. G.A.		
†Broadsee - - G.A.		
Burnhaven - - G.A.	127 10 8	1857
Byth, New - Estab. Ch.	277 19 0	1862
Cairnbanno, Madras - -	150 10 0	1864
†Castleton of Braemar Society's. *a*		
†Cluny - - Par.		
†Coldstone - - Par.		
†Corsindae, Female.		
†Coull - - - Par.		
Cruden - - F.C.	57 0 0	1850
Cruden (The Erroll) Epis.	*90 0 0	1838
†Cullerley District Undl.		
‡Cuminestown - Epis.		
†Daviot - - - Par.		
†Deer - - - Epis.		
†Deer - - - Par.		
†Deer, Old, Bulwark, Girls - - -	200 0 0	1861
Deer, Old - - F.C.	109 11 5	1848
†Echt Female School.		
Ellon - - - F.C.	162 0 0	1849
†Ellon, Female - - Par.		
‡Ellon - - Epis.		
Fintry - - Estab. Ch.	123 0 0	1862
‡Forgue - - Epis.		
†Forgue (Drumdollo) - F.C.		
†Forgue - - - Par.		
Forgue-Side - Estab. Ch.	117 0 0	1849
†Fraserburgh, Female Industrial.		
†Fraserburgh - - Par.		
Fraserburgh - - F.C.	492 0 0	1858
Fraserburgh, St. Peter's - - Epis.	758 0 0	1861
Fraserburgh, Techmury Ch. of S.	180 0 0	1863
†Fyvie - - - Par.		
†Fyvie, All Saints' Epis.		
†Fyvie, Female - Undl.		
‡Garlochsford - - F.C.		
Garmond - - -	66 0 0	1860
†Gartley, Congregational F.C.		
†Gartley - - - Par.		
†Gilcomston - - F.C.		
†Glenfondland - - G.A.		
†Huntly, Congregational F.C.		
†Huntly - - - Par.		
†Huntly, Second - Par.		

a Inspection withdrawn.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
ABERDEENSHIRE—*cont.*	£ s. d.	
‡Huntly - - - R.C.		
†Huntly-Gordon Industrial.		F.C.
Insch - - - F.C.	73 0 0	1858
" - - - "	9 4 6	1859
†Insch - - - Par.		
Inverury - - F.C.	120 0 0	1851
†Inverury - - Par.		
†Inverury, St. Mary's	Epis.	
†Keig - - - Par.		
‡Kemnay - - - Par.		
†Kincardine O'Neill - F.C.		
†Kincardine O'Neill, Village	Par.	
†Kinellar - - - Par.		
†King Edward - - Par.		
Kingswells - - F.C.	334 0 0	1860
Kintore - - - F.C.	75 0 0	1851
‡Kintore - - - Par.		
Largie, (Insch) - - F.C.	192 0 0	1862
†Leslie - - - Par.		
†Lesmore - - G.A.		
Leyledge - - G.A.	210 0 0	1856
†Logie - - - Epis.		
†Longhill - - G.A.		
‡Lyne of Skene - - F.C.		
‡Machar (New) - - Par.		
†Meiklefolla - - Epis.		
Meldrum, Old - - F.C.	123 0 0	1848
Methlick, Female Estab. Ch.	132 0 0	1862
†Midmar - - - Par.		
†Migvie - - - G.A.		
†Minduruo - - Undl.		
†Monquhitter - - F.C.		
†Newburgh Side Sch.		
Newhills, Congregational - - - F.C.	6 12 6	1860
†Newseat, Female.		
†Oyne - - - Par.		
†Peterculter - - Par.		
Peterhead, Academy - Par.	*650 0 0	1840
" " - "	140 0 0	1840
Peterhead, Boys - - F.C.	219 15 0	1850
†Peterhead (Girls) - F.C.		
Peterhead, East Parish G.A.	300 0 0	1840
†Peterhead, Female - Par.		
†Peterhead, St. Peter's	Epis.	
Peterhead Union Industrial - Undl.	120 0 0	1858
‡Pitsligo - - - Par.		
†Pitsligo, New - - Par.		
Pitsligo, New, St. John's	Epis.	762 12 0	1858
†Pitsligo, New, Female.		
Port Elphinstone, Sub. F.C.	103 10 0	1840
Rathen - - - G.A.	108 10 0	1841
†Rayne, Old, Female - G.A.		
†Rhynie, Girls'.		
†Rhynie - - - Par.		
Savoch - - - G.A.	113 0 0	1857
Skene - - - F.C.	130 16 0	1852
†Strichen - - Par.		
†Strichen, Female - G.A.		
‡Tarves - - - Par.		
Tarves, Female Estab. Ch.	132 0 0	1862
†Techmuiry, Second - Par.		
†Tillymorgan - - Epis.		
†Tornaveen - - Par.		
†Torphins - - Par.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
ABERDEENSHIRE—*cont.*	£ s. d.	
Tullynessle - Ch. of S.	148 0 0	1858
†Tullynessle - - Par.		
†Turriff, Female.		
†Turriff - - - Par.		
Udny - - - F.C.	81 0 0	1850
" - - - "	16 7 0	1862
†Udny, Female - - G.A.		
†Waterton of Echt - Par.		
†Whiterashes - - Epis.		
†Whitestripes - - G.A.		
ARGYLLSHIRE.		
†Achia, (I. of Coll).		
Appin - - - F.C.	291 12 0	1859
†Ardentinny - - G.A.		
†Ardrishaig - - F.C.		
†Ardrishaig - Estab. Ch.		
†Ardrishaig - Epis.		
†Ardtun - - - F.C.		
†Ballachulish, St. John's	Epis.	
†Barbreck, Female.		
†Barcaldine - - G.A.		
†Bowmore - - Par.		
Bowmore - - F.C.	7 10 0	1861
†Bridgend - - Par.		
†Campbeltown, Burgh and Parochial.		
†Campbeltown - Epis.		
†Campbeltown - - F.C.		
†Campbeltown (Argyll Street) Elementary Female - - Par.		
†Campbeltown (Dalintober) Miss Campbell's - - - Par.		
†Campbeltown, Kirk Street, Society's.		
†Campbeltown Reformatory - - Undl.		
†Campbeltown, United Female School of Industry - Undl.		
‡Caolis - - - F.C.		
†Corpach - - G.A.		
†Corran, of Ardgour.		
†Craignish - Ch. of S.		
‡Croish - - - F.C.		
†Dalinlongart - - G.A.		
Dervaig Female Industrial (Island of Mull) - - - G.A.	120 0 0	1847
" " - "	77 0 0	1849
†Drumlemble - - G.A.		
†Dunoon - - - Par.		
†Dunoon - - - F.C.		
Dunoon, Female Industrial - - F.C.	145 0 0	1861
†Dunoon-Kirn - - Sess.		
†Foreland (Bowmore) - F.C.		
†Glenborrodale - - G.A.		
†Glencoe - - - F.C.		
†Gruinard - - - F.C.		
‡Hynish - - - F.C.		
†Inverary - - - F.C.		
†Inverary Burgh - Par.		
†Kilcalmonell - - Par.		
†Kilchenzie, Bealuchantine - - - G.A.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
ARGYLLSHIRE—*cont.*		
†Kilchoman - - Par.		
†Killarow, Female.		
†Killarow and Kilmeny F.C.		
†Killean - - - F.C.		
†Killean - - - Par.		
†Kilmodan - - F.C.		
†Kilmore, Parish.		
†Kilmun - - - Par.		
Kinloch - - - G.A.	*75 0 0	1839
†Kintraw - - - G.A.		
†Knapdale, North (Bellanoch) - - Par.		
†Lagavullin (Islay) Estab. Ch.		
†Ledaig - - - G.A.		
†Lismore - - - Par.		
Lochaline - - Sess.	100 0 0	1850
Lochdonhead - - G.A.	82 0 0	1848
†Lochend - - F.C.		
†Lochgilphead - - F.C.		
Lochgilphead - - Par.	251 0 0	1856
†Lochgilphead - Epis.		
†Lotts - - - G.A.		
†Melfort - - - F.C.		
†Mulindry - - F.C.		
†Oatfield - - G.A.		
Oban - - - F.C.	150 0 0	1843
†Oban, Female.		
†Ormsary - - G.A.		
†Peninver - - G.A.		
†Poltallock, Industrial Undl.		
†Port Charlotte, Female Industrial.		
†Port Charlotte - - G.A.		
†Port Ellen, Infant and Industrial.		
Portnahaven - - F.C.	73 15 0	1853
†Portnahaven, Parliamentary.		
†Rhunahourine - - G.A.		
†Salen, Female Industrial.		
Sandbank - - G.A.	357 10 0	1860
†Southend - - Par.		
†Strone, Female.		
Strachur, The Pole Estab. Ch.	200 0 0	1858
†Tarbert - - G.A.		
†Tighnabruaich-Side - Par.		
Tobermory, Girls, Industrial - - G.A.	133 0 0	1849
†Tobermory - - F.C.		
AYRSHIRE.		
Alloway - - - G.A.	140 0 0	1848
†Alton Side.		
†Annick Lodge Coal Works.		
†Ardeer Iron Works - Par.		
†Ardrossan - - Par.		
Ardrossan Public - Sess.	*150 0 0	1838
Ardrossan, Female Indus. - -	108 0 0	1850
†Arnsheen.		
†Auchinleck, Female.		
Ayr - - - G.A.	200 0 0	1843
†Ayr - - - Epis.		
†Ayr, Fish Cross District F.C.		
Ayr, Industrial Reformatory - Undl.	158 15 0	1853
†Ayr - - - R.C.		
†Ballantrae - Par.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
AYRSHIRE—*cont.*		
†Ballantrae, Glennap Endowed.		
†Barr - - - F.C.		
†Barr - - - Par.		
Barrhill - - - F.C.	80 0 0	1851
Beith - - - Par.	109 0 0	1849
Beith - - - F.C.	132 0 0	1849
†Beith, Female, Industrial.		
†Beith, Gateside Patrick's Seminary.		
†Blair Iron Works.		
†Blair Mains - - Par.		
†Burnside.		
†Caprington, Infants.		
†Catrine - - - F.C.		
Catrine Public - -	750 0 0	1861
†Colmonell, Female Industrial.		
†Colmonell - - Par.		
†Coylton - - Par.		
†Craigmark.		
†Crosshills - - G.A.		
†Crosshills Female.		
Crosshouse - - G.A.	150 0 0	1849
†Cumnock, New - F.C.		
†Cumnock, Old - - F.C.		
†Dailly - - - F.C.		
†Dailly - - - Par.		
†Dalmellington, Iron Works, Waterside.		
†Dalmellington, Joint.		
†Dalry - - - Par.		
Dalry - - - F.C.	66 10 0	1852
†Dalry, Female Industrial.		
Dalry, Kersland Barony G.A.	138 0 0	1848
†Dalry, Love Lane - G.A.		
†Darnconnor - - G.A.		
‡Darvel - - - F.C.		
†Darvel (Lord Hastings')		
†Dreghorn (Cross Roads) Estab. Ch.		
Drybridge, Subscription - - - -	205 0 0	1857
†Dundonald - - Par.		
†Dundonald, Old Rome F.C.		
†Dunlop - - - F.C.		
Eglinton, Iron Works G.A.	637 0 0	1858
†Fenwick - - Par.		
Fisherton - - G.A.	47 10 0	1844
" - - - "	20 0 0	1848
Fullarton - - F.C.	100 0 0	1849
" - - - "	22 13 4	1853
" - - - "	33 10 0	1859
†Fullarton - - Par.		
†Galston - - Par.		
†Galston, Public.		
†Girvan, Industrial - Epis.		
†Girvan - - - F.C.		
†Girvan - - - Par.		
†Girvan, Henrietta Street Female.		
Girvan, Charity - -	195 0 0	1860
†Glengarnock, Iron Works - - F.C.		
†Hairshaw (Fenwick) - Par.		
Hurlford and Portland Iron Works Estab. Ch..	497 3 6	1857

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
AYRSHIRE—*cont.*	£ s. d.	
Irvine Public and Industrial - - -	310 0 0	1861
†Kerse Colliery.		
Kilbirnie - - F.C.	203 0 0	1849
†Kilbirnie, Parish.		
†Kilbride, West - Par.		
Kilbride, West, Female Industrial - - -	213 6 0	1860
†Kilbride, West - - F.C.		
‡Kilgrammie - - Undl.		
†Kilkerran (Hill Side)		
†Kilmarnock Academy.		
†Kilmarnock, Female Industrial - - Par.		
†Kilmarnock, Industrial, High - - F.C.		
†Kilmarnock - - Epis.		
†Kilmarnock, Reformatory Industrial.		
Kilmarnock, Town Head District - - F.C.	140 13 4	1853
†Kilmaurs - - Par.		
†Kilmaurs, Female Burgh.		
†Kilwinning - - Par.		
†Kingsford, Subscription		
†Kirkoswald - - Par.		
†Largs - - - Par.		
†Largs, Brisbane Endowed - Undl.		
Largs Old Free Church Industrial Congregational (Bath Street) - -	225 15 0	1859
Largs, New (Lade Street) - - F.C.	403 13 4	1859
†Largs, Female Industrial F.C.		
Largs, Female School of Industry Estab. Ch.	103 2 6	1852
Lendal, Colmonell Estab. Ch.	120 0 0	1859
‡Loudoun - - Par.		
Lugar Iron Works Est. Ch.	577 0 0	1859
†Mauchline New Educational Institution.		
†Maybole, Industrial Epis.		
†Maybole, Female Industrial - - - F.C.		
†Maybole, West Ch. - Par.		
†Monkton - - F.C.		
†Muirkirk Ironworks.		
†Muirkirk - - Par.		
Newmilns - - F.C.	201 0 0	1855
„ - - - „	51 0 0	1861
†Newton-on-Ayr - Par.		
Newton-on-Ayr - F.C.	180 0 0	1849
‡Newton-on-Ayr, Missionary - - - F.C.		
Ochiltree - - F.C.	100 0 0	1849
†Perceton - - F.C.		
Pinwherry - - G.A.	100 13 8	1857
†Prestwich, Burgh.		
Saltcoats - - F.C.	363 4 0	1858
Saltcoats, Ryles' Hill Par.	*150 0 0	1840
†Sorn - - - Par.		
†Stair - - - Par.		
†Stevenston - - Par.		
Stewarton - - F.C.	158 0 0	1849
†Stewarton, Institution.		
†Symington - - F.C.		
†Tarbolton, Female Subscription.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
AYRSHIRE—*cont.*	£ s. d.	
†Tarbolton, Subscription Mixed.		
†Tarbolton - - Par.		
Troon Academy - -	167 10 0	1841
†Troon - - F.C.		
†Wallacetown, Works.		
Whitletts, Feuars' Est. Ch.	71 0 0	1860
BANFFSHIRE.		
Aberchirder - - G.A.	321 0 0	1861
‡Alvah - - - Par.		
Arradoul Female Industrial - - F.C.	171 0 0	1859
Banff, Educational Institution - Undl.	*100 0 0	1836
†Banff - - Epis.		
†Bellie - - - Par.		
Boharm, Second - Par.	214 0 0	1858
†Botriphnie - - Par.		
†Buckie - United Pres.		
†Buckie - - - Epis.		
†Buckie - - - F.C.		
†Chapeltown, Boys and Girls - - - R.C.		
†Cullen - - - F.C.		
Cullen-Seatown - G.A.	31 17 3½	1850
†Deskford - - Par.		
†Deskford - - F.C.		
†Dufftown, Mixed - R.C.		
†Edingright - - G.A.		
†Enzie, Christian Society's G.A.		
†Enzie - - - F.C.		
Fordyce - - F.C.	69 0 0	1850
†Fordyce, Industrial - G.A.		
†Forglen, Female.		
†Glenlivat (Tomnavoulin) - - - G.A.		
†Glenrinnes - - G.A.		
†Grange - - - Par.		
†Granze (by Keith) - F.C.		
†Inverkeithney, Downies F.C.		
†Keith - - - F.C.		
†Keith - - - Par.		
†Kirkmichael - - Par.		
†Linhead, Female.		
‡Longmanhill, Endowed Estab. Ch.		
†Longmanhill, Lord Fife's.		
Macduff - - F.C.	353 11 0	1860
†Macduff - - Par.		
†Marnock, New - - F.C.		
Mortlach, Dufftown, Mixed - Estab. Ch.	297 12 0	1861
†Mortlach, Female - Ch. S.		
†New Mill, Society's.		
†Ordiguhill - - - Par.		
†Park, Girl's.		
†Pitgair - - - Par.		
†Port Gordon - Estab. Ch.		
‡Portnochie - - G.A.		
Portsoy, Grammar - Par.	180 0 0	1842
Portsoy, Female Industrial - - Undl.	167 0 0	1858
†Protston Hill - - Par.		
†Rathven - - Par.		
†Rothiemay - - Par.		
†Rothiemay - - F.C.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
BANFFSHIRE—*cont.*	£ s. d.	
†Tomintoul, Parliamentary.		
†Tomintoul - - R.C.		
BERWICKSHIRE.		
†Abbey, St. Bathan's - Par.		
†Allanton, Subscription G.A.		
Auchincrow - Estab. Ch.	175 0 0	1863
†Ayton - - Par.		
†Ayton, Female.		
†Ayton, Infants and Sewing.		
‡Berwick, Girls, Industrial.		
†Bircham, District - G.A.		
†Boston - - F.C.		
Burnmouth - Estab. Ch.	188 0 0	1859
†Coldingham (Auchincrow) - Undl.		
†Cranshaws - - Par.		
†Dunse - - Par.		
†Earlstown - - F.C.		
†Eyemouth - - Par.		
Eyemouth - - F.C.	160 0 0	1848
" - - -	65 0 0	1863
Greenlaw - - F.C.	74 0 0	1847
" - - "	2 10 0	1848
" - - "	42 0 0	1852
" - - "	80 0 0	1858
" - - "	47 0 0	1860
†Lauder - - Par.		
†Lauder - - F.C.		
†Lauder, Industrial and Infants.		
†Leitholm - - F.C.		
†Mertown - - Par.		
†Milne Graden - - Par.		
†Ninewells (Chirnside) Estab. Ch.		
†Paxton, Girls and Infants Estab. Ch.		
†Paxton Village - - G.A.		
Renton (late Houndwood Grants House) Estab. Ch.	50 0 0	1843
Reston Parish - - -	68 0 0	1859
†Swinton - - F.C.		
BUTESHIRE.		
†Brodick, Endowed.		
†Bute, Ragged and Industrial - - Undl.		
Corrie (Arran) Endowed Sch.		
†Cumbrae (Isle of) - F.C.		
‡Kamesburgh, Congregational (Arran) - F.C.		
†Kingarth - - F.C.		
†Lamlash Female Industrial.		
†Lamlash - - Par.		
†Port Bannatyne - F.C.		
Rothesay - - G.A.	118 0 0	1842
†Rothesay, East - - F.C. *a*		
†Rothesay, East and West F.C.		
†Shiddery - - G.A.		
†Whitingbay, Female -		
CAITHNESS-SHIRE.		
‡Achow - - - F.C.		
†Barrock - Estab. Ch.		
†Berriedale - - G.A.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
CAITHNESS-SHIRE—*cont.*	£ s. d.	
‡Brims - - - F.C.		
‡Canisbay - - Par.		
†Canisbay, Free.		
†Dunn - - Undl.		
‡Dunnet - - - Par.		
†Forss - - - G.A.		
†Freswick - - G.A.		
†Gersa - - - F.C.		
†Halkirk - - - Par.		
†Halkirk, Congregational F.C. *b*		
†John o'Groats - - G.A.		
†Keiss, Parliamentary.		
‡Keiss, Congregational - F.C.		
†Latheron - - Par.		
†Leurery - - G.A.		
Lybster - - - F.C.	83 0 0	1853
‡Mey Society's - Estab. Ch.		
‡Newlands - - F.C.		
†Olrig, Female - Undl.		
†Olrig, Congregational - F.C.		
Pulteneytown - - F.C.	112 0 0	1850
Pulteneytown Academy Undl.	*400 0 0	1839
†Staxigoe Society's.		
†Stroma Society's Estab. Ch.		
†Thrumster - - Par.		
†Thurso, Benevolent Female - Undl.		
†Thurso - - - F.C.		
†Toftinghall - - G.A.		
†Ulbster Society's.		
Watten - - - F.C.	202 0 0	1861
†Wick - - - F.C.		
CLACKMANNANSHIRE.		
Alloa Juvenile and Infants'	401 0 0	1848
†Alloa - - - Epis.		
†Alloa Ragged & Indus. Undl. *c*		
Clackmannan, Zetland Colliery, Church of Scotland - - -	140 0 0	1861
†Clackmannan, Female.		
†Coalsnaughton, Subscription.		
†Forestmill, Subscription Undl.		
†Kennet Village - - Par.		
†Menstry, Subscription Undl.		
‡Sauchie Village.		
†Tillicoultry Academy.		
†Tillicoultry - - Par.		
†Tullibody, Subscription Undl.		
DUMBARTONSHIRE.		
Alexandria, Male and Female - - Par.	250 0 0	1853
Alexandria - - F.C.	120 0 0	1852
†Arrochar - - Par.		
†Bonhill, Female - Sess.		
†Bonhill - - - Par.		
†Bonhill (Mrs. Ewing's) Female Industrial - Undl. *b*		
†Bowling, Public.		
†Cardross - - Par.		
†Cumbernauld - - Par.		
†Cumbernauld, Female Par.		
†Dalmonach (privately Endowed) - - G.A.		
†Dalmuir, Subscription G.A.		
†Dumbarton, St. Luke's Epis.		
Dumbarton - - F.C.	112 0 0	1850

a Now incorporated with Rothesay West, F.C.

b Schools discontinued.

c Inspection withdrawn.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
DUMBARTONSHIRE—*cont.*	£ s. d.	
†Dumbarton, Burgh Academy.		
‡Dumbarton - - R.C.		
‡Duntocher - - F.C.		
†Duntocher Works.		
†Faifley - - Undl.		
†Gairlochhead, Public Undl.		
†Garscadden works.		
Helensburgh - - F.C.	240 0 0	1842
†Helensburgh, Grant Street Mission.		
†Helensburgh, Quoad Sacra - - Estab. Ch.		
†Helensburgh, Ragged and Industrial Undl.		
†Helensburgh, Trinity Epis.		
†Jameston, Bonhill - F.C.		
Kilcreggan - - F.C.	423 0 0	1859
†Kilpatrick, New - Par.		
†Kilpatrick, Old - Par.		
†Kilpatrick, Old - F.C.		
Kirkintilloch (The Oswald and Kirk Session) - - G.A.	650 0 0	1855
†Kirkintilloch, Kerr Street - Undl.		
†Kirkintilloch, Indus.		
†Knockderry, Mixed.		
†Luss - - - Par.		
†Muirhead, South.		
†Muirland Side - - G.A.		
†Renton, Female - G.A.		
†Renton, Infant and Fem. Indust. - F.C.		
†Renton, Public, Free Undl.		
†Shandon - - F.C.		
Waterside - - Undl.	87 5 0	1840
DUMFRIESSHIRE.		
†Annan - - - Par.		
†Annan, Infant Female Industrial - Undl.		
Annan Bonshaw - Par.	200 0 0	1863
Brydekirk Infant and Industrial, Church of Scotland - -	88 18 0	1860
Brydekirk, Quoad Sacra Par.	45 0 0	1842
" " " - "	100 0 0	1860
†Carlaverock *a* - - Par.		
†Cummertrees - - Par.		
Dumfries and Maxwelltown Educational Society's Infants' - F.C.	96 0 0	1840
†Dumfries - - Epis.		
†Dumfries and Maxwelltown Indust. Reformatory.		
Dumfries, Ladies' Benevolent Society's Estab. Ch.	27 11 8	1859
†Dumfries, St. Andrew's R.C.		
Dunscore - - F.C.	212 0 0	1862
‡Ecclefechan - - F.C.		
Ecclefechan, Infant and Industrial - -	*50 0 0	1842
Gasstown - - Par.	45 0 0	1840
†Glencairn - - F.C.		
†Glencaple School.		
†Goodhope - Estab. Ch.		
Hightae - - F.C.	11 0 0	1855
†Hoddam - - Par.		
†Holywood - - Par.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
DUMFRIESSHIRE—*cont.*	£ s. d.	
†Kirkmahoe - - F.C.		
†Kirkpatrick Fleming - F.C.		
†Kirkpatrick, juxta Parish.		
Langholm - - F.C.	117 0 0	1851
" - - "	90 0 0	1855
†Langholm - - Par.		
†Langholm, Infant Estab. Ch.		
Locharbriggs - - G.A.	50 0 0	1840
Lochmaben - - Par.	208 9 0	1861
Lochmaben - - F.C.	15 0 0	1857
Lockerbie, Industrial - F.C.	320 0 0	1859
†Newton, Girls'.		
†Penpoint - - Par.		
†Ruthwell - - F.C.		
†Sanquhar - - Par.		
†Sibbaldie - - Par.		
Tinwald, Amesfield - Par.	54 0 0	1859
Trohoughton - - G.A.	30 0 0	1840
EDINBURGHSHIRE.		
Balerno, Subscription Undl.	100 0 0	1842
" " "	5 7 6	1858
" " "	103 9 0	1861
†Barnton, late Lauriston, Female Industrial.		
†Borthwick, Heritors, Girls.		
†Borthwick - - Par.		
Calder, East, Subscription - - Undl.	192 2 6	1864
Calder, Mid, Female -	90 0 0	1863
†Calder, West - - Par.		
†Carrington - - Par.		
Cockpen - - F.C.	168 0 0	1850
Colinton and Currie - F.C.	117 0 0	1849
Coltbridge (Lord Mackenzie's) - Undl.	103 10 0	1852
†Corstorphine - - Par.		
Cousland, District - F.C.	150 0 0	1842
" " - "	27 17 6	1862
†Cramond - - Par.		
Cramond (Davidson's Mains) - - F.C.	124 0 0	1847
†Cramond (Davidson's Mains) - - G.A.		
Cramond, Lennie - -	85 0 0	1842
†Crichton, Female - Par.		
Dalkeith Academy Free Ch.	248 0 0	1848
†Dalkeith, Buccleuch Estab. Ch.		
†Dalkeith, Buccleuch, Inft.		
†Dalkeith - - Sess.		
†Dalkeith, Poor - - Sess.		
†Dalkeith, St. David's - R.C.		
†Dalkeith, St. Mary's - Epis.		
†Dalmahoy, St. Mary's Epis.		
†Edinburgh, Advocates' Close, High - - F.C.		
Edinburgh, Buccleuch Sess.	*750 0 0	1839
Edinburgh, Canongate, Burgh - Estab. Ch.	250 0 0	1854
Edinburgh, Canongate Sess.	*350 0 0	1856
†Edinburgh, Canongate, Christian Society's, Male.		
†Edinburgh, Canongate, Christian Society's Female.		

a Inspection withdrawn.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
EDINBURGHSHIRE—*cont.*	£ s. d.	
Edinburgh, Canonmills, St. Mary's - - F.C.	141 15 0	1850
" " "	8 10 0	1854
‡Edinburgh, Canonmills, St. Mary's - - Sess.		
†Edinburgh, Chalmers', Westport, Territorial F.C.		
†Edinburgh, Causeway-side - - - F.C.		
†Edinburgh, Dean-Chalmers' - - - F.C.		
†Edinburgh, Dr. Thomson's - - - F.C.		
Edinburgh, Fountainbridge Missionary Undl.	145 0 0	1850
†Edinburgh, Fountainbridge, West, Female Industrial.		
†Edinburgh, New North F.C.		
†Edinburgh, Greenside (Dr. Bell's) - Undl.		
Edinburgh, Greenside, Infants - Estab. Ch.	148 0 0	1848
†Edinburgh, High Ch. - Sess.		
†Edinburgh, High Riggs, St. Cuthbert's - F.C.		
†Edinburgh, Holyrood - F.C.		
‡Edinburgh, Holy Trin. Epis.		
†Edinburgh, JohnStreet, Industrial - Undl.		
†Edinburgh, Lancasterian.		
†Edinburgh, Leven Lodge.		
†Edinburgh, Model - G.A.		
Edinburgh, Model - F.C.	303 0 0	1858
Edinburgh, New Grey Friars - Sess.	254 0 0	1848
†Edinburgh, Niddry St. (Dr. Bell's) - Undl.		
Edinburgh, Northern District - - F.C.	605 0 0	1848
Edinburgh, Old Grey Friars - - G.A.	*845 0 0	1839
†Edinburgh, Original Ragged, Ramsay Lane - Undl.		
†Edinburgh, Marjouville, Original Ragged.		
Edinburgh, Pilrig - F.C.	120 0 0	1846
" " - "	106 0 0	1857
Edinburgh, Pleasance Territorial - - F.C.	131 0 0	1854
" " "	150 0 0	1858
†Edinburgh (Roxburgh Street) - - F.C.		
†Edinburgh, St. Andrew's Hall - - Epis.		
†Edinburgh, St. Andrew's - - R.C.		
†Edinburgh, St. Ann's, Niddry Street - R.C.		
Edinburgh, St. Bernard's - - - Sess.	23 6 8	1857
†Edinburgh, St. Catherine's - - R.C. *a*		
Edinburgh, St. Columba, Old Town - - Epis.	280 0 0	1848
†Edinburgh, St. George's Epis.		
†Edinburgh, St. George's Local - - G.A.		
†Edinburgh, St. Ignatius R.C.		
†Edinburgh, St. John's Par.		
†Edinburgh, St. John's, Practising - - Epis.		
†Edinburgh, St. Mary's Sess.		
†Edinburgh, St. Mary's, Female Industrial - Epis.		
†Edinburgh, St. Mary's R.C. *a*		
Edinburgh, St. Mary's (LothianStreet) Girls and Infants - - R.C.	1,200 0 0	1860
†Edinburgh, St. Mary's (Horse Wynd), Infts. R.C.		
†Edinburgh, St. Patrick's (Market Street) - R.C.		
Edinburgh, St. Paul's District - - F.C.	300 0 0	1852
†Edinburgh, St. Paul's (Carrubber's Close) - Epis.		
Edinburgh, St. Stephen's G.A.	*800 0 0	1836
†Edinburgh, Stockbridge - - F.C.		
†Edinburgh, Thistle St. (Maclean's) - Estab. Ch.		
Edinburgh, Tolbooth - Sess.	*600 0 0	1838
†Edinburgh, Tolbooth, Congregational - F.C.		
†Edinburgh, Trinity - Epis.		
†Edinburgh, Tron Ch., Female Industrial.		
†Edinburgh, United Industrial - Undl.		
†Edmonstone, Colliery - G.A.		
†Edmonstone, Female - G.A.		
†Fisherrow - - F.C.		
Fisherrow (Back of) Ragged - - F.C.	204 0 0	1850
†Fisherrow, English Undl.		
†Gilmerton, Female Undl.		
†Glencross - - Par.		
†Gogar, Female - Estab. Ch.		
Juniper Green - Undl.	80 0 0	1842
†Kirknewton - - Par.		
†Lasswade, Subscription.		
†Lasswade (Whitehill Colliery) - Estab. Ch.		
†Leith, Hay's Mechanics'.		
†Leith - - - R.C.		
Leith (Mariners') - F.C.	*400 0 0	1840
Leith, St. James' - Epis.	735 0 0	1857
Leith, St. John's - F.C.	*550 0 0	1837
Leith, South - - F.C.	650 0 0	1838
†Leith, South - - Par.		
†Liberton - - F.C.		
Loanhead, Subscription Undl.	115 4 0	1862
†Meadowbank, Female Industrial - Undl. *b*		
Morningside - - F.C.	108 15 0	1850
†Morningside, Subscription.		
†Musselburgh, Female Estab. Ch.		
†Nellfield, Private.		
†Newbattle - - Par.		
†Newbattle (Collieries) G.A.		
†Newbiggin - - F.C.		
Newhaven - - G.A.	*311 0 0	1839
†Newhaven, Madras, Ch. of S.		

a Schools now a portion of St. Mary's, Lothian Street, R.C. *b* Inspection withdrawn.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
EDINBURGHSHIRE—*cont.*	£ s. d.	
†Newhaven, Victoria Undl.		
†Newhaven, Free Fisherman's Society Undl.		
†Newington - Ch. Congl.		
Newington - - F.C.	300 0 0	1849
†Pathhead Ford - F.C.		
Penicuick - - Par.	188 0 0	1847
Penicuick - - F.C.	81 0 0	1859
†Portobello - Epis.		
†Portobello - - F.C.		
†Portobello, Female Undl.		
†Ratho, Female Estab. Ch.		
†Ratho, New Subscription - - Estab. Ch. *a*		
†Roslin - - - F.C.		
†Roslin - - Estab. Ch.		
Slateford, Saint Cuthbert's, Subscription Undl.	*100 0 0	1840
" " " - "	15 0 0	1841
" " " - "	70 0 0	1851
" " " - "	16 0 0	1859
Stobhill - - Estab. Ch.	90 0 0	1853
" - - "	112 10 0	1858
‡Stobhill, Mission - F.C.		
†Temple - - - F.C.		
†Valleyfield, Infant and Industrial - Undl.		
†Water of Leith, Original Infant.		
Wilkieston - - F.C.	117 0 0	1850
ELGINSHIRE.		
Archiestown - - G.A.	101 0 0	1854
Bishopmill - - G.A.	289 0 0	1858
†Burghead - - F.C.		
†Burghead - - G.A.		
†Clackmarras District Sch.		
†Duffus - - - Par.		
†Elchies - - - Par.		
‡Elchies - Second Par.		
Elgin, The Trades' Undl.	*120 0 0	1838
†Elgin, Anderson's Institution - Free Sch.		
Elgin, Infants and Industrial - Undl.	*150 0 0	1837
" " - "	79 13 0	1861
Elgin, Girls - Epis.	110 0 0	1856
" - "	56 0 0	1859
†Findhorn - - F.C.		
†Pochabers (Milnes'), Free - Undl.		
†Forres - - Epis.		
Forres Female Industrial - -	70 0 0	1853
†Forres, Infant.		
Garmouth - - F.C.	80 0 0	1851
†Garmouth, Christian Society's.		
†Hopeman - - G.A.		
‡Hopeman - - F.C.		
†Kinloss - - Par.		
Knockando, Female Industrial - Ch. of S.	124 10 0	1854
†Logie.		
Lossiemouth, Boys - G.A.	522 1 6	1856
†Lossiemouth, Girls - G.A.		
†Lossiemouth - - F.C.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
ELGINSHIRE—*cont.*	£ s. d.	
†Rothes Society, Female.		
†St. Andrew's, Lhanbryd - - - Par.		
‡Speymouth - - Par.		
†Spynie, New - - Par.		
†Urquhart - - Par.		
†Urquhart - - F.C.		
FIFESHIRE.		
†Aberdour - - F.C.		
†Aberdour - - Par.		
Andrew's, St., Infants Undl.	200 0 0	1844
Andrew's, St. (Fisher's) Undl.	360 0 0	1858
†Andrew's, St., Madras College - Undl.		
Anstruther, Easter - F.C.	222 0 0	1859
Auchtermuchty - F.C.	65 0 0	1850
Auchtermuchty, Madras - -	278 0 0	1857
†Auchtermuchty - Par.		
†Balmerino - - Par. *b*		
†Blebo Craigs, Girls' *c*		
Bogie, West - - F.C.	38 15 0	1861
‡Boreland - - Par.		
Brunton, Flisk, and Creich - - - F.C.	80 0 0	1849
†Buckhaven, Links.		
Buckhaven Village, Subscription.	500 0 0	1862
Burnside, Endowed - G.A.	45 10 0	1849
†Burnside, Subscription.		
†Burntisland - Epis.		
†Burntisland, Infants - F.C.		
†Burntisland, Burgh.		
†Cameron - - Par.		
Carnbee - - F.C.	86 0 0	1858
" - - "	65 0 0	1863
Cellardyke, Female -	*110 0 0	1840
†Ceres - - - Par.		
†Ceres, Female Industrial.		
†Clumy, Colliery Undl.		
Colinsburgh, Self-supporting - -	95 0 0	1844
Collessie - - F.C.	120 0 0	1855
†Collessie, - - Par.		
†Crail Burgh Sch.		
†Crail, Town and Parochial.		
†Cupar (Madras Academy) - - Undl.		
Cupar Madras, South Branch - Undl.	170 0 0	1862
†Dairsie - - - Par.		
‡Dairsie - - - F.C.		
†Dalgety - - - Par.		
Denhead, Subscription Ch.of S.	67 10 0	1852
†Denino - - Ch. of S.		
†Donibristle, Colliery - Sch.		
†Dunbog - - - Par.		
Dunfermline Abbey - F.C.	400 0 0	1847
Dunfermline, Female Industrial - Undl.	200 0 0	1842
" " "	445 0 0	1861
Dunfermline, Golfdrum (M'Lean's) - - G.A.	367 0 0	1848

a School given up. *b* Inspection declined. *c* School closed.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
FIFESHIRE—*cont.*	£ s. d.	
‡Dunfermline, Wilson's Institution - - F.C.		
†Dunfermline, St. Leonard's Works Undl.		
†Dunfermline, Trinity Epis.		
†Dunshelt Estab. Ch.		
†Dysart, Burgh and Parochial - -		
Dysart, Subscription -	*330 0 0	1839
" " "	140 0 0	1840
†Dysart, Industrial.		
Earlsferry, Infant and Industrial - - F.C.	78 0 0	1854
Earlsferry, Subscription	105 0 0	1855
" "	7 17 8	1857
Easter Fernie, Boys' Sess. G.A.	88 0 0	1856
†Elie - - Estab. Ch.		
†Falkland - - Par.		
Ferryport-on-Craig, Subscription - - F.C.	65 0 0	1840
" " " "	10 0 0	1842
" " " "	40 0 0	1853
†Ferryport-on-Craig - Par.		
†Flockhouse - Undl.		
†Forgan - - - Par.		
†Forth, Iron Works Sch.		
†Freuchie, Girls.		
†Freuchie, Subscription.		
Gallatown, Subscription - - Undl.	37 10 0	1858
" " - "	397 6 0	1862
Gilston, New, Subscription - Ch. of S.	32 10 0	1850
" " "	20 10 6	1858
†Kelty - - " - F.C.		
†Kembach - - Par.		
†Kennoway - - Par.		
†Kettlebridge, Subscription - - Undl.		
†Kilconquhar - - Par.		
†Kinghorn - - F.C.		
†Kingsbarns - - Par.		
†Kirkcaldy, Burgh Undl.		
†Kirkcaldy, Industrial Ragged.		
†Kirkcaldy, Stewart's Lane, Female Subscription.		
Ladybank - Estab. Ch.	264 0 0	1855
Largo Durham, Female Charity Estab. Ch.	144 0 0	1859
†Largoward, Subscription.		
†Lassodie Colliery - S.		
Leslie - - - Par.	*430 0 0	1838
‡Letham, Lady Leven's		
†Letham, Subscription Estab. Ch. *a*		
†Leuchars - - Par.		
†Leven - - - F.C.		
†Limekilns, Village.		
Lochcelly Ironworks Ch. of S.	274 0 0	1851
Lundin Mill, Subscription - - Undl.	330 0 0	1859
†Markinch - - F.C.		
Monance, St., Infant - Sess.	125 0 0	1846
†Monance, St., Mixed - Par.		
Monimail - - F.C.	90 0 0	1850

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
FIFESHIRE—*cont.*	£ s. d.	
†Monimail - - Par.		
Newburgh, Madras, Female, Estab. Ch.	318 0 0	1858
†Newburgh - - Par.		
Newport - - F.C.	182 0 0	1854
Pathhead and Sinclairtown Undl.	233 0 0	1850
" " "	10 0 0	1853
" " "	35 10 0	1859
†Pitlessie - - - F.C.		
Pittenweem - Undl.	76 0 0	1844
†Prinlaws, Works. Undl.		
†Raith, Little Colliery Estab. Ch.		
†Scoonie - - - Par.		
†Sinclairtown, Hawkylmuir, and Parkhead Undl.		
Springfield - - F.C.	219 0 0	1856
‡Star Subscription Undl.		
Strathkinness - - F.C.	100 0 0	1860
†Strathmigio, Subscription.		
Thornton - - G.A.	180 0 0	1841
†Torryburn - - Par.		
†Townhill, Colliery.		
Wemyss, East - - F.C.	378 0 0	1859
†Wemyss, East - - Par.		
FORFARSHIRE.		
†Airlie - - - Par.		
†Aldbar, Private.		
‡Arbilot - - - Par.		
Arbroath, Abbey Church	240 0 0	1841
†Arbroath - - Par.		
†Arbroath (Educational Society's) - - F.C.		
†Arbroath, Dale Cottage Reformatory.		
†Balkello, Self-Supporting - - Estab. Ch.		
Barrie - - - F.C.	70 0 0	1854
†Blacklunnans - - G.A.		
Bonnington - - F.C.	168 0 0	1856
†Braes of Coull - Ch. of S.		
Brechin - - - F.C.	150 0 0	1850
" - - -	27 10 0	1861
†Brechin - - - Par.		
Brechin, Infant.	*220 0 0	1837
Brechin, the Tenements'	569 0 0	1860
†Brechin, St. Andrew's Epis.		
Broughty Ferry - F.C.	186 0 0	1849
†Broughty Ferry (West Ferry) - - Sess.		
Burnside of Inshewan G.A.	90 0 0	1848
†Butterburn, District Subscription.		
Carmyllie Greystone - F.C.	244 12 6	1862
Carnoustie, Female - F.C.	250 0 0	1855
" - "	90 0 0	1857
Carnoustie, Male - F.C.	120 0 0	1844
†Carnoustie, Subscription.		
†Charleston.		

a School closed.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
FORFARSHIRE—*cont.*		
†Colliston - - - F.C.		
†Craig - - - Par.		
†Craigo Works - Estab. Ch.		
†Craigton, Girls - S.		
†Cupar Angus, Industrial - - -		
Cupar Angus - - F.C.	42 0 0	1861
‡Cupar Angus - - Par.		
†Dudhope - - F.C.		
†Dun - - - Par.		
Dundee, Chalmers' - F.C.	260 0 0	1854
†Dundee, Chapelshade - F.C.		
Dundee (General) - Sess.	*500 0 0	1835
" Meadowside - "	*270 0 0	1836
" " - "	*100 0 0	1838
Dundee, Hill Town - F.C.	400 0 0	1843
†Dundee, Meadowside, Female - - Sess.		
Dundee, Park Wynd, Infants - - F.C.	*240 0 0	1837
†Dundee, Princes' Street Chapel - - Par.		
†Dundee, Rood Yards Epis.		
Dundee (Rosebank) - Sess.	100 0 0	1849
" - "	178 0 0	1857
Dundee, St. Andrew's, Meadowside - - Sess.	450 0 0	1842
†Dundee, St. Andrew's - F.C.		
†Dundee, St. Andrew's R.C.		
Dundee, St. David's - F.C.	550 0 0	1842
†Dundee, St. David's - Sess.		
Dundee, St. John's, - Sess.	241 0 0	1836
" " - "	57 2 0	1858
†Dundee, St. John's, Boys - - - F.C.		
Dundee, Saint John's, Girls and Infants - F.C.	163 12 6	1862
Dundee, St. John's, Infants School of Industry - - F.C.	*250 0 0	1837
Dundee, North East District, Juvenile and Infant, Crescent Street - - F.C.	472 10 0	1840
†Dundee, St. Mary Magdalene's - - Epis.		
†Dundee, St. Mary's - R.C.		
†Dundee, St. Paul's, Boys - - Epis.		
Dundee, St. Peter's - F.C.	85 0 0	1861
†Dundee, St. Salvador's, Girls - - - Epis.		
†Dundee, St. Stephen's R.C.		
†Dundee, Wallace Town, Juvenile - - F.C.		
†Dundee, Wallace Town, Infant and Industrial F.C.		
‡Dundee, Wallace Town - - Par.		
†Dundee, Wallace Town - - Sess.		
Dunnichen - - F.C.	184 16 0	1854
†Dunnichen - - Par.		
‡Fearn - - - Par.		
Ferryden, Infants - G.A.	*75 0 0	1840
Ferryden, Fishermen's G.A.	80 0 0	1843
Folda Society - -	233 4 0	1862
†Forfar, Burgh - - -		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
FORFARSHIRE—*cont.*		
Forfar, East Town End Free - - Undl.	200 0 0	1846
Forfar, Female Industrial - - -	388 0 0	1860
Forfar, North End Undl.	357 0 0	1856
Forfar, West Town End Free - - Undl.	121 0 0	1846
†Fotheringham, Girls' - F.C.		
Friockheim - Estab. Ch.	*70 0 0	1839
" - - "	100 0 0	1861
†Friockheim - - F.C.		
†Glenisla - - - Par.		
Glenisla (Brewlands) - F.C.	196 0 0	1861
†Greenfield, Free, St. John's, Female - F.C.		
Inverbrothock - - Sess.	300 0 0	1843
†Inverbrothock - - F.C.		
†Inverkeilor - - Par.		
†Kettins - - - Par.		
‡Kilry Society's - - Par.		
Kirkbuddo - - F.C.	100 0 0	1855
†Kirriemuir - - Epis.		
†Kirriemuir, Industrial Par.		
†Kirriemuir, South - F.C.		
†Kirriemuir, Webster's Seminary - Undl.		
Ladyloan - - F.C.	20 0 0	1858
†Letham, Feuar's Undl.		
Liff - - - F.C.	132 0 0	1848
†Lintrathen - - Par.		
Loanhead - - Sess.	335 0 0	1857
Lochee - - - Sess.	*130 0 0	1838
†Lochee - - - F.C.		
†Lochee - - - Epis.		
†Lochlee - - - Epis.		
†Logie Pert - - Par.		
Lunanhead (Madras, Self-supporting) - G.A.	48 9 10	1843
" - - "	36 15 0	1859
†Mains - - - Par.		
†Mains and Strathmartin - - - F.C.		
†Maryton - - Par.		
†Marywell Village - Par.		
†Menmuir - - Par.		
†Milton - - Ch. of S.		
†Monifieth Female.		
†Monifieth - - Par.		
†Monikie, Female - F.C.		
Montrose, Castle Street Mission Sch.	207 0 0	1848
" " -	166 5 0	1858
†Montrose, Dorward's Seminary, Lower - G.A.		
†Montrose, Dorward's Seminary, Upper - Undl.		
Montrose, Hill Side - F.C.	169 0 0	1857
†Montrose, Old, Female.		
Montrose, St. John's - Sess.	382 0 0	1842
Montrose, St. John's - F.C.	*200 0 0	1858
" " - "	126 0 0	1842
†Montrose, St. Mary's - Epis.		
†Montrose, White's Free Estab. Ch.		
†Montrose, White's Place Infant		
Muirland - - Sess.	*60 0 0	1839
Pitkennedy - - G.A.	68 0 0	1848
†Podge.		
†Rescobie - - Par.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
FORFARSHIRE—*cont.*	£ s. d.	
†Scryne, Female (Panbridge) - - F.C.		
†Stracathro - - Par.		
†Tannadice - - Par.		
Tealing - - F.C.	73 10 0	1850
†Vigeans, St. - - Par.		
†Westmuir Subscription.		
HADDINGTONSHIRE.		
†Barns, East, Side - G.A.		
Dunbar, Belhaven - F.C.	64 0 0	1853
†Dunbar, Burgh - Sch.		
†Elphinstone - - G.A.		
†Gladsmuir - - Par.		
†Gladsmuir, Iron Works		
†Haddington, Industrial Undl.		
†Haddington, Mill Wynd F.C.		
†Haddington - - Par.		
Longniddry - Estab. Ch.	280 0 0	1860
†Ormiston - - F.C.		
†Pathhead, St. Mary - R.C.		
†Pencaitland - - Par.		
†Pencaitland (Newton) G.A.		
†Prestonkirk - - Par.		
†Prestonkirk, Female - Sess.		
Prestonkirk - - F.C.	100 0 0	1849
Prestonpans - - F.C.	104 0 0	1852
†Salton (West), Female Par.		
†Samuelston - - G.A.		
Tranent - - F.C.	72 10 0	1849
†Tranent, Female Subscrip.		
†Tranent - - Par.		
†Tranent, New Winton Ch. of S.		
†Yester - - - F.C.		
INVERNESS-SHIRE.		
†Aigas, Subscription.		
Aodunban and Flashadder - - G.A.	180 0 0	1856
†Ardersier - - F.C.		
†Arnisdale - - G.A.		
†Arnizort - - F.C.		
†Balevanick - -		
†Beauly - - R.C.		
‡Bernisdale - - F.C.		
†Blairbeg.		
†Boleskine - - Par.		
Brae (Isle of Skye) - F.C.	241 6 6	1862
†Bunroy - - G.A.		
†Camiscross - - G.A.		
†Cannick Bridge - Par.		
Carbost - - - G.A.	125 0 0	1844
Colbost - - Estab. Ch.	85 10 0	1853
†Corrimony, Female - F.C.		
†Culloden - - F.C.		
Dallarossie (*Moy*) - G.A. *a*	22 0 0	1840
Daviot - - - F.C.	85 0 0	1849
†Dockgarroch - - G.A.		
†Drumfearn District - F.C.		
†Duirinish - - Par.		
Dulnain Bridge Ch. of S.	272 0 0	1858
†Dunskellar, Parliamen. Sch.		
†Eskadale - - R.C.		
†Farraline Park Bell's G.A.		
†Fort Augustus - - G.A.		
†Fortwilliam - - F.C.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
INVERNESS-SHIRE—*cont.*	£ s. d.	
†Glengary - - G.A.		
†Glenurquhart - - Par.		
†Grantown, Grammar.		
†Grantown, Female.		
†Harris, (Lady Dunmore's) Industrial.		
Inverness - - G.A.	*125 0 0	1837
„ - - - „	87 0 0	1849
†Inverness Female Industrial Society.		
Inverness, Model - F.C.	626 0 0	1849
„ „ - „	23 7 8	1853
Inverness, The Bishop's Epis.	530 0 0	1857
†Inverness, Tanner's Lane Reformatory Undl.		
†Kilmalie - - Par.		
†Kilmonivaig - - Par.		
†Kilmorack - - Par.		
†Kirkhill - - F.C.		
†Kirkhill - - Par.		
†Kylcakin - - G.A.		
Loanmore - - F.C.	181 0 0	1860
Moy - - - F.C.	75 12 0	1850
‡Mussady, Female - F.C.		
Portree, Braes. *See* Braes.		
†Portree, Congregational F.C.		
†Raasay - - - F.C.		
Snizort - - - F.C.	133 0 0	1850
†Snizort - - - Par.		
Stratherrick - - F.C.	60 0 0	1848
„ - - „	166 16 0	1862
†Strathnairn - - Epis.		
†Tarbet - - - G.A.		
KINCARDINESHIRE.		
†Balfour.		
†Banchory, Devenick - Par.		
Banchory Ternan - F.C.	206 15 0	1863
†Banchory, Grammar - Par.		
†Benholme - - F.C.		
†Brachmont - - F.C.		
†Catterline, St. Philip's Epis.		
Cookney - Estab. Ch.	137 8 4	1858
†Crathes, Female Estab. Ch.		
†Cyrus, Saint - - F.C.		
†Cyrus, Saint - - Par.		
†Cyrus, St., Porteous, Female - - G.A.		
†Cyrus, St. (Stratton's Endowed) - - G.A.		
†Drumlithie - - Epis.		
‡Drumlithie - - F.C.		
†Dunnottar - - Par.		
†Fasque.		
†Fettercairn - - Par.		
Fettercairn - - F.C.	59 0 0	1851
†Fordoun (Boys') - F.C.		
†Fordoun (Girls') - F.C. *b*		
†Inch, Privately End.		
†Inchmarlo - - G.A.		
†John's Haven, Female G.A.		
†Kinneff Barras.		
†Kinneff - - - Par.		
†Laurencekirk, Congregational - - F.C.		
†Laurencekirk - - Epis.		
†Laurencekirk - - Par.		
†Luthermuir - Ch. of S.		
†Marykirk - - Par.		

a School discontinued.

b School now a part of Fordoun (Boys'), F.C.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
KINCARDINESHIRE—*cont.*		
†Newtonhill - - Epis.		
‡Rickarton, Subscription.		
†Scollies Cross.		
†Stonehaven - - F.C.		
†Stonehaven, St. James' Epis.		
‡Stranathra - - Epis.		
‡Tannachie, District.		
‡Tipperty - - F.C.		
†Waterlair, Territorial F.C.		
KINROSS-SHIRE.		
Fossoway - - F.C.	80 0 0	1855
†Fossoway - - Par.		
Kinross - - - F.C.	115 0 0	1849
†Maryburgh - - G.A.		
†Milnathort, Brand's.		
†Orwell - - - Par.		
†Portmoak - - F.C.		
†Portmoak - - Par.		
KIRKCUDBRIGHTSHIRE.		
Auchencairn - - F.C.	75 0 0	1850
Balmaghie - - F.C.	78 0 0	1849
†Balmaghie - - Par.		
†Borgue - - - F.C.		
†Bridge of Dee - Estab. Ch.		
†Buittle, High - - Par.		
†Buittle Woodhead (late Palnachie) - - Par.		
†Cally, English - - Epis.		
†Castle Douglas Female.		
Castle Douglas - - F.C.	120 0 0	1853
" - - "	80 0 0	1856
" - - "	81 12 0	1862
†Castle Douglas - - Par.		
†Corsock - - - F.C.		
†Corsock, Female Industrial		
Creetown - - G.A.	42 10 0	1846
†Crocketford.		
Dalbeattie - - Par.	55 0 0	1854
Dalbeattie - - F.C.	140 0 0	1854
Dalbeattie, Female Ch. of S.	176 9 4	1861
Dundrennan Abbey - F.C.	128 0 0	1849
Gatehouse - - F.C.	158 5 0	1864
†Girthon - - Par.		
‡Irongray (Shawhead) - F.C.		
†Irongray, Shawhead Branch Parish.		
†Kirkbean - - Par.		
†Kirkcudbright, Johnston's Free.		
†Kirkcudbright, Old Ch. G.A.		
†Kirkcudbright, Town-End - - Sess.		
Kirkdale - - G.A.	53 0 0	1847
†Kirkgunzeon - - Par.		
†Kirkmabreck - - G.A.		
†Kirkpatrick, Durham, Industrial.		
†Kirkpatrick, Durham - Par.		
Laggan Branch, Parish Estab. Ch.	221 0 0	1857
Maxwelltown, Burgh.	139 0 0	1850
Maxwelltown - - F.C.	105 0 0	1849
" - - "	28 12 6	1857
†Path " (Lady Heron Maxwell's) - Estab. Ch.		
†Rhouehouse by Kelton Par.		
†Roughtree, Irongray - Par.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
KIRKCUDBRIGHTSHIRE—*cont.*		
†Terregles - - Par.		
†Tongland (Ringford Female Industrial.		
†Urr - - - Par.		
LANARKSHIRE.		
†Abington (Sir H. Colebrooke's).		
†Airdrie, Alexander's Undl.		
Airdrie, East Parish (Rawyard's) - G.A.	*150 0 0	1839
Airdrie, West - - F.C.	212 0 0	1848
" " - "	17 10 0	1850
" " - "	143 0 0	1856
†Airdrie, St. John's - Epis.		
†Airdrie, St. Margaret's R.C.		
†Arden, Subscription.		
†Auchinearn - - Par.		
†Auchinheath, Girls.		
Avondale - - Par.	*250 0 0	1840
Bellshill Subscription	270 0 0	1859
†Biggar - - - Par.		
Biggar, Infants - G.A.	75 0 0	1843
Biggar, Subscription -	180 0 0	1861
" "	65 0 0	1862
†Bishopbridge " - Estab. Ch.		
†Blackquarry - - F.C.		
†Blantyre - - Par.		
†Blantyre Works - Undl.		
Bothwell - - Par.	*60 0 0	1839
†Bothwell - - F.C.		
Brachead, St. Andrew's G.A.	74 0 0	1845
Bridgeton - - F.C.	220 10 0	1851
Bridgeton (87, Old Dalmarnoch Road) - Par.	*600 0 0	1838
Bridgeton (Main Street), Public - - -	*375 0 0	1839
" " -	72 0 0	1864
Broomgate - - G.A.	*225 0 0	1839
‡Calderbank Ironworks Par.		
†Cambuslang, Sub. Undl.		
†Carfin - - - R.C.		
†Carluke - - - R.C.		
†Carmyle (Old Monkland) S.		
Carnbroe Iron Works G.A.	380 0 0	1842
†Carnwath - - F.C.		
†Carnwath - - Par.		
†Carstairs, Caledonian Railway School.		
Chapel District - -	212 0 0	1859
‡Chapel Hall Iron Works Par.		
‡Chapelton, Subscription - - Undl.		
Chryston - - G.A.	*70 0 0	1839
Chryston - - F.C.	178 0 0	1854
†Chryston, Female Subscrip.		
Coatbridge - - F.C.	177 15 0	1849
‡Coatbridge - Epis.		
†Coatbridge, Dundyvan Works - Undl.		
†Coatbridge, Saint Patrick's - - R.C.		
Coltness Iron Works - -	842 0 0	859
†Coltness Iron Works (Mayfield).		
†Covington - - Par.		
Craigneuk Public - -	340 18 0	1859
†Crawfordjohn, Female.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
LANARKSHIRE—*cont.*		
†Crossford, Subscription - -		Undl.
†Crosshill, Branch -		Par.
†Dalserf - - -		Par.
‡Dalziel Colliery -		Undl.
†Dalziel - - -		Par.
†Ellsridge Hill.		
†Faskine and Palacecraig - -		Estab. Ch.
†Fullarton, Clyde Iron Works.		
†Gain (near Airdrie) - -		
Gartsherrie, St. Mary's		G.A.
†Gartsherrie, Saint George's -		G.A.
†Gartsherrie, St. James'		G.A.
†Gartsherrie, Fourth		G.A.
Gartsherrie Iron Works,		Estab. Ch.
†Glasford - -		Par.
†Glasgow (Anderston) -		F.C.
Glasgow (Anderston), St. Mark's Burgh - -	*850 0 0	1836
Glasgow (Anderston), St. Matthew's, William Street - -	400 0 0	Sess. 1845
" " - -	98 0 0	" 1854
†Glasgow, Annfield St. John's - -		Par.
†Glasgow, Balfour.		
†Glasgow, Balfour, St. Paul's Indust.		
Glasgow, Blackfriars (College Parish) -	400 0 0	G.A. 1856
Glasgow, Bluevale -	250 0 0	Sess. 1855
†Glasgow, Bridgegate (Old Wynd) - -		F.C.
†Glasgow, Broomielaw School (Carrick St.)		
†Glasgow, (Broomhill Street) -		Sess. *a*
Glasgow (Brownfield), St. George's (Brown Street) -	*700 0 0	Sess. 1839
Glasgow (Brownfield), Female Industrial -	*600 0 0	G.A. 1836
Glasgow (Calton), St. Luke's -	*395 0 0	Sess. 1838
†Glasgow (Calton), St. Mary's - -		R.C.
Glasgow (Chalmers' Street) - -	*760 0 0	Sess. 1840
Glasgow, Christ's Ch. (Mile End) -	*425 0 0	Epis. 1838
Glasgow, Cowcadden, Infants - -	*150 0 0	G.A. 1835
†Glasgow, Cowcadden (late St. Jude's, Corn Street, Epis.) -		Ch. of E.
Glasgow, Finnieston Mission - -	250 0 0	F.C. 1854
" " -	66 15 0	" 1860
†Glasgow, Gardiner's Public - -		Par.
†Glasgow, (Highland Society's School) -		Undl.
†Glasgow Industrial and Reformatory, (Duke Street).		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
LANARKSHIRE—*cont.*		
†Glasgow, House of Refuge (Females), Parliamentary Row.		
†Glasgow, Lennox -		Par.
Glasgow, Martyr's -	372 4 0	Estab. Ch. 1862
Glasgow, Milton -	400 0 0	Estab. Ch. 1841
†Glasgow, Milton, Industrial - -		Estab. Ch.
Glasgow, Murdock's, Boys' Industrial.	450 0 0	1851
‡Glasgow, Wilson's Endowed Charity -		Par.
Glasgow, Old Wynd -	350 0 0	F.C. 1848 *b*
Glasgow, Established Church, Practising - -	*1,000 0 0	1838
" " - -	1,000 0 0	1840
†Glasgow, Free Church Practising.		
†Glasgow, Reformatory School (61, Rotton Row Street).		
†Glasgow, Park Head, Barony - -		Sess.
†Glasgow (Renfield St.), United Presbyterian Church Mission Sch. -		
†Glasgow, St. Alphonsus'		R.C.
Glasgow, St. Andrew's Parish and Madras -	572 5 0	G.A. 1850
†Glasgow, St. Andrew's		R.C.
†Glasgow, St. David's -		Par.
Glasgow, St. Enoch's -	*750 0 0	Sess. 1835
" " - "	407 12 0	1858
†Glasgow, St. Enoch's, Female Industrial -		Sess. *c*
Glasgow, St. George's (Kelvin Street) -	300 0 0	F.C. 1853
†Glasgow, St. George's (Renfield Street) -		F.C. *d*
Glasgow, St. James' -	*450 0 0	Sess. 1837
†Glasgow, Saint James', Female Industrial -		Par.
Glasgow, Saint John's (David Street, Gallowgate) - -	742 0 0	Par. 1857
Glasgow, Saint John's (Young Street) -	490 0 0	G.A. 1850
†Glasgow, Saint John's (Young St.), Female		Sess.
†Glasgow, Saint John's (Moore Street) -		F.C.
†Glasgow, Saint John's (East Hill Street Industrial) - -		F.C.
†Glasgow, Gorbals, St. John's, Male and Female (36 and 34, Portugal Street) - -		R.C.
†Glasgow, Saint John's (Macfarlane Street) -		Par.
†Glasgow, St. Joseph's -		R.C.
†Glasgow, St. Jude's -		Epis.
†Glasgow, Saint Luke's, Free Industrial.		
†Glasgow, St. Matthew's (Bishop Street) -		Sess.
Glasgow, St. Matthew's	440 0 0	F.C. 1848
†Glasgow, St. Matthew's, Girls' Indust. -		Sess.

a Scholars and teachers transferred to new premises at Port Dundas. *b* School closed.
c Now amalgamated with St. Enoch's Sessional. *d* School discontinued.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
LANARKSHIRE—*cont.*	£ s. d.	
Glasgow, St. Mungo's, "Freeland" - Estab. Ch.	373 0 0	1843
Glasgow, St. Mungo's and St. Columbkil's, Boys - - - R.C.	1,000 0 0	1858
†Glasgow, St. Mungo's, Girls, and Evening - R.C.		
†Glasgow, St. Patrick's - R.C.		
Glasgow, St. Paul's - Par.	*660 0 0	1837
†Glasgow, St. Peter's - Sess.		
†Glasgow, Saint Peter's, Mixed - - F.C.		
‡Glasgow, Saint Peter's, Female - - F.C.		
†Glasgow, St. Rollox - Undl.		
†Glasgow, The Bishop's Epis.		
†Glasgow, The Bishop's, Infants - Epis.		
†Glasgow, Tron Parish - Sess.		
‡Glasgow, Tron - - F.C.		
†Glasgow, Well Park (East Miller Street) - F.C.		
†Glasgow, Well Park (Ladywell Street) - F.C.		
†Glasgow, Woodside, North, Female Industrial.		
†Glasgow, Woodside, North, (St. George's Road) - - G.A.		
Glasgow, Woodside, South - - - F.C.	280 0 0	1843
Glengivel - - G.A.	100 0 0	1841
†Gorbals, East, Territorial - - - F.C.		
Gorbals, Local Mission G.A.	200 0 0	1847
†Gorbals, Free Mission - F.C.		
Gorbals, Youths - Undl.	*600 0 0	1836
†Govan - - - F.C.		
†Govan, Female Indus.		
†Govan, Colliery - Undl.		
Greengares - - G.A.	75 0 0	1840
†Hamilton, Beckford Street, Female Industrial.		
†Hamilton, Kennedie's Female.		
Hamilton, Orphan and Charity - - -	150 0 0	1852
" - - -	380 0 0	1859
Hamilton, St. John's - F.C.	*200 0 0	1838
‡Hamilton, United Presbyterian.		
†Jerviston - - G.A.		
Kelvinhaugh - - Sess.	466 0 0	1855
†Kilbride, East - - Par.		
Kingston - - Sess.	200 0 0	1842
†Lambhill, Day and Evening - - Sess.		
†Lanark, Broomgate Institution.		
Lanark, Burgh Sch. - Undl.	*250 0 0	1840
†Lanark, St. Leonard's, Subscription.		
†Langloan Iron Works and Rosehall Colliery.		
†Leadhills (Lord Hopetoun's) - - Estab. Ch.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
LANARKSHIRE—*cont.*	£ s. d.	
‡Legbranock Iron Works Par.		
†Lesmahagow - - F.C.		
Lesmahagow, Female Industrial - - -	150 0 0	1861
Maryhill - - G.A.	180 0 0	1851
Maryhill - - F.C.	246 0 0	1850
†Maryhill, Industrial.		
†Maryhill - - R.C.		
Maxwelltown, End. - Undl.	150 0 0	1841
‡Monkland, New - Par.		
†Monklands, Old - Par.		
†Mossend Works - Sch.		
†Newton Colliery.		
Partick, Academy - -	*350 0 0	1838
†Partick, Female Indust. Ch. of S.		
Partick - - - F.C.	173 0 0	1850
Port Dundas - - Sess.	600 0 0	1859
†Quarter, Iron Works.		
Riggend - - G.A.	60 0 0	1840
†Roberton, Female - Undl.		
Roughazie - Estab. Ch.	191 6 0	1859
Ruthergien - - F.C.	201 10 0	1850
‡Ruthergien, Burgh - Par.		
†Sandford (Stonehouse), Subscription.		
†Shettleston, Industrial.		
†Shotts - - - F.C.		
‡Springburn - - R.C.		
‡Springburn, Murdoch's Ch. of S.		
Stane, Wilson's End Estab. Ch.	61 7 0	1859
†Stanrigg, Colliery - -		
†Stonehouse - - F.C.		
†Stonehouse - - Par.		
†Stonelaw Colliery.		
Strathaven - - F.C.	349 10 0	1857
†Strathaven, East Parochial Side.		
†Summerlee, Iron Works.		
†Tollcross, United Presbyterian.		
Uddingstone - - Sess.	155 0 0	1845
Uddingstone - - F.C.	98 0 0	1859
†Walston - - Par.		
Whiteinch - Estab. Ch.	332 0 0	1861
†Whiteinch.		
†Whiteinch, Female Indust.		
†Wishaw - - - R.C.		
Wishaw, Public - Undl.	552 0 0	1857
†Wishaw, Simpson Sq. Sch.		
†Woodhall Colliery.		
LINLITHGOWSHIRE.		
†Abercorn - - F.C.		
Armadale - - G.A.	*34 0 0	1839
†Bathgate - - Par.		
†Bo'ness, Infants - Undl.		
†Binnie - - - G.A.		
†Broxburn, Female - G.A.		
†Carriden, Girls - - Par.		
†Crofthead, Coltness Company's.		
†Durhamtown Miners'.		
†Ecclesmachan - - Par.		
Grangepans, Subs. Undl.	242 0 0	1860
†Greenhills, Boys (Colliery) - - - Par.		
†Kingscavil - Ch. of S.		
†Kirkliston - - F.C.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements or Fixtures. Amount.	Date of Payment.
LINLITHGOWSHIRE—*cont.*	£ s. d.	
Linlithgow, Juvenile and Infants - F.C.	127 0 0	1849
†Linlithgow, Mrs. Douglas's Cottage.		
Longridge - - Undl.	106 0 0	1860
†Queensferry, South Burgh - Undl.		
Torphichen - - F.C.	75 0 0	1849
„ - - „	75 0 0	1856
†Torphichen - - Par.		
Whitburn, Fauldhouse, Wilson's End. - Estab. Ch.	59 0 0	1861
Whitedalehead, Wilson's Endowed - -	20 13 4	1858
†Winchburgh - Estab. Ch.		
NAIRNSHIRE.		
Auldearn, Innes, - F.C.	145 0 0	1842
†Auldearn - - Par.		
Cawdor - - - F.C.	40 0 0	1849
„ - - - „	25 0 0	1851
†Cawdor - - - Par.		
Cawdor at Clunes - G.A.	30 0 0	1841
Ferrintosh - - F.C.	90 0 0	1849
†Glen Ferness - Ch. of S.		
Moyness, by Forres Ch. of S.	128 1 10	1864
Nairn - - - F.C.	150 0 0	1850
†Nairn - - - G.A.		
†Nairn - - Epis.		
Nairn Monitory - -	*100 0 0	1837
ORKNEY AND SHETLAND.		
†Bressay - - - G.A.		
†Bressay - - - Par.		
‡Harray, Christian Knowledge Society's.		
†Kirkwall Grammar - Undl.		
†Lerwick, Educational Institute, Elementary.		
†Lerwick - - - Par.		
Orkney, St. Andrew's - G.A.	28 0 0	1840
‡Papa Westray - - F.C.		
†Sabiston - - G.A.		
†Sanday - - - F.C.		
†Sandwick - - Par.		
†Skelwick, Society's - Estab. Ch.		
†Stromness, Congregational - - - F.C.		
Westray Midbea (West Side) - - - G.A.	52 0 0	1846
†Whiteness, Society's.		
PEEBLES-SHIRE.		
†Broughton - - F.C.		
†Innerleithen Subscription Undl.		
†Innerleithen - - Par.		
†Linton, West - - Epis.		
†Linton, West - - Par.		
†Peebles, Burgh English S. Peebles - - - F.C.	109 0 0	1849
Peebles, Haly-Rude Estab. Ch.	137 5 0	1859
‡Skirling - - - Par.		
Walkerburn - - Undl.	118 2 6	1862

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
PERTHSHIRE.	£ s. d.	
†Abernyte - - Par.		
†Aberuthven - - F.C.		
†Aberuthven, Subscription.		
†Acharn - - F.C.		
†Aldclune, Female Industrial.		
†Aldgernaig - - G.A.		
†Almondbank - - G.A.		
Alyth - - - F.C.	60 7 0	1856
„ - - - „	163 15 6	1858
†Alyth - - - Par.		
Alyth, Girls' Industrial G.A.	357 0 0	1856
†Alyth, Female - Epis.		
†Amulree - - F.C.		
†Amulree, Society's.		
†Ardoch - - - Par.		
†Auchterarder - - F.C.		
Auchterarder, Sheddan's Charity - Undl.	190 0 0	1859
Auchterarder, Townhead Pres. - - -	393 0 0	1860
†Balbeggie, Subscription Undl.		
†Balgowan - Undl.		
Birnam - - F.C.	260 0 0	1862
Blackford - - F.C.	119 5 0	1849
„ - - - „	20 0 0	1856
„ - - - „	118 0 0	1858
†Blair Atholl - - Par.		
†Blair Drummond Ch. S.		
†Blairgowrie - - F.C.		
†Blairgowrie - - Par.		
†Blairgowrie, St. Catherine's - - Epis.		
†Blairgowrie, (Union Place) - Undl. *a*		
†Blairgowrie, Saint Stephen's - - R.C.		
Blairingone - Estab. Ch.	115 0 0	1849
„ - - - „	11 0 0	1857
†Braco, Subscription - Undl.		
†Breadalbane (Aberfeldy) F.C.		
Bridge of Earn, Industrial - - F.C.	50 0 0	1848
†Callander - - F.C.		
†Camaghowran - - G.A.		
†Cargill - - - Par.		
†Clunie - - - Par.		
†Collace - - - Par.		
†Comrie - - - Par.		
Comrie - - - F.C.	100 0 0	1860
Comrie, Infant and Female Indust. - -	150 0 0	1860
†Craig Mill - - F.C.		
†Cray - - - F.C.		
†Crieff, Female Industrial - - Estab. Ch.		
†Crieff - - - F.C.		
†Crieff, St. Michael's - Epis. *a*		
†Crieff, Taylor's Institution - Undl.		
†Culross, Parish and Burgh.		
†Culross, Geddes Undl.		
†Deanston Works.		
Doune - - - F.C.	245 1 7	1854
„ - - - „	170 0 0	1859

a School discontinued.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
PERTHSHIRE—*cont.*	£ s. d.	
‡Dowally - - Par.		
†Dull, Parish.		
†Dunblane - - F.C.		
†Dunblane, St. Mary's Epis.		
†Dunblane - - Par.		
†Dunkeld (Duchess of Atholl's) Industrial Ch. S.		
†Dunkeld, Little - Par.		
†Dunkeld, Royal Estab. Ch.		
†Dunning - - F.C.		
†Dunning - - Par.		
†Dunning, Female.		
Errol - - F.C.	65 0 0	1862
Errol, Female Industrial Estab. Ch.	470 0 0	1856
Forgandenny, Path of Condie - - G.A.	30 0 0	1840
" " - "	10 0 0	1850
†Gartmore School of Industry - Estab. Ch.		
Gartmore - - F.C.	86 0 0	1848
Gilmerton - - G.A.	*80 0 0	1839
†Greenloaning, Subscription.		
†Inchture - - Par.		
†Innerpeffray - Epis.		
†Killichonan - - G.A.		
†Killin - - - F.C.		
†Killin Parish.		
†Kilmadock - - Par.		
†Kiltyrie - - F.C.		
†Kinbuck, Village - G.A.		
†Kincardine and Tullialian Educational Association.		
Kincardine-on-Forth Subscription - - F.C.	200 0 0	1841
" " - "	100 0 0	1841
†Kincardine on Forth (Baroness Keith's) Undl.		
†Kincardine (in Monteith) - - Par.		
†Kinfauns - - F.C.		
Kinloch Rannoch, Parliamentary - - -	*100 0 0	1839
†Kinnaird - - Par.		
†Kinnoull - - Par.		
†Kippen - - Par.		
†Kirkmichael - - Par.		
†Kirkmichael - - F.C.		
†Lawers - - F.C.		
†Loch Earn Head - F.C.		
†Loch Earn Head - G.A.		
†Logie - - - Par.		
†Logierait - - F.C.		
†Logierait, Parish.		
‡Martin's, St. - - Par.		
†Meikleour - Sess.		
†Methven - - Par.		
Methven - - F.C.	74 0 0	1848
†Methven, United Presbyterian - - *a*		
Monzievaird & Strowan Indust. - - Par.	130 0 0	1860
†Moulin - - Par.		
†Muchart - - Par.		
Muthill - - F.C.	151 0 0	1850
†Perth, Cathedral, Free Epis.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
PERTHSHIRE—*cont.*	£ s. d.	
†Perth, East Parish, Congregational.		
†Perth, East Parish, Female Industrial.		
Perth, Infant - Undl.	*150 0 0	1837
†Perth (Ladies) House of Refuge.		
Perth, Middle Parish Sess.	*600 0 0	1839
Perth, New Row - Undl.	*200 0 0	1837
†Perth, Sharpe's Trust Educational Institution.		
Perth, St. John's - R.C.	528 8 0	1861
†Perth, St. Leonard's- - F.C.		
†Perth, St. Ninian's - Epis.		
†Perth, St. Ninian's (Girls) - - Epis.		
†Perth Boys' School of Industry.		
‡Perth, Female Reformatory.		
Perth, Knox's Territorial - - - F.C.	297 0 0	1860
†Perth (Stewart's), Free Trade's.		
Perth, Watergate Undl.	*200 0 0	1837
" " - "	105 0 0	1837
Perth, West Church Sess.	*500 0 0	1838
Perth, Free West Church F.C.	320 0 0	1849
†Pitcairn Green, Congregational - - F.C.		
Pitlochry - - G.A.	89 0 0	1850
†Port Menteith - - Par.		
†Rattray - - Par.		
Ruskie - - - G.A.	*43 0 0	1839
†Ruthvenfield - Estab. Ch.		
†Scone, Congregational F.C.		
†Stanley, Auxiliary - Par.		
Stanley - - F.C.	110 0 0	1849
" - - "	31 2 0	1855
Strathbrand - - F.C.	90 0 0	1849
†Strathlock - - G.A.		
Strone of Callie - G.A.	104 17 10	1850
†Strowan, Society's - G.A.		
Tenandry - Par.	*33 0 0	1840
†Thornhill - - G.A.		
†Thornhill, Easter Subscription - Undl.		
‡Tomcraggach - - G.A.		
†Trinity Gask - - Par.		
†Tullialian - - Par.		
†Tullibardine - - G.A.		
†Weem - - - Par.		
†Woodside - - F.C.		
RENFREWSHIRE.		
‡Barrhead - - G.A.		
†Barrhead - - R.C.		
†Bishopton - - F.C.		
Bridge of Weir - G.A.	375 0 0	1840
†Busby - - Undl.		
†Cathcart - - Par.		
†Crossmyloof Subscription		
Eaglesham, Female Industrial - - -	164 0 0	1859
†Eaglesham - - Par. *b*		
†Eastwood - - Par.		
†Elderslie, Wallace.		

a Extinct. *b* Inspection withdrawn.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
RENFREWSHIRE—*cont.*	£ s. d.	
†Gourock - - F.C.		
†Gourock, Infant.		
†Greenock, East - Epis.		
†Greenock, Ann Street Sess.		
Greenock Crawfurdsburn - - - F.C.	327 17 6	1843
†Greenock, Female Sch. of Industry.		
†Greenock, Finnieston Mission.		
†Greenock, Free Middle Church District Mission.		
†Greenock, Gaelic Church - - Sess.		
†Greenock, Gaelic Church, Female Industrial.		
Greenock (Highlanders' Academy) Undl.	*600 0 0	1837
" " - "	550 0 0	1843
Greenock, Middle Parish - - G.A.	*120 0 0	1839
Greenock, Ragged and Industrial - -Undl.	1,000 0 0	1858
Greenock, St. Andrew's G.A.	*190 0 0	1837
Greenock, St. John's West - - - Epis.	*80 0 0	1839
†Greenock, St. Mary's - R.C.		
Greenock, South Parish G.A.	*200 0 0	1837
†Househill, Endowed G.A. Houston - - F.C.	218 0 0	1850
†Houston and Killellan Par. Hurlet and Nitshill Public School Estab. Ch.	777 0 0	1861
†Inkerman Works - F.C.		
Johnstone Ragged - -	205 4 0	1861
†Jordan Hill Industrial.		
†Kilbarchan, Female Undl		
†Kilbarchan - - Par.		
†Kilmalcolm - - Par.		
†Ladyburn, Subscription F.C.		
†Linwood Subscription		
†Lochwinnoch - - Par.		
Lochwinnoch, Howwood	318 0 0	1861
†Lochwinnoch, Female Industrial.		
†Mearns - - - Par.		
†Neilston, Parish S.		
Neilston Spiers Estab. Ch.	182 0 0	1862
†Neilston, St. Thomas - R.C.		
†Nitshill - - - R.C.		
†Oswald - - - F.C.		
Paisley, Abbey Cardonald Estab. Ch.	289 0 0	1862
†Paisley, Abbey Parish, Newtown District - Par.		
†Paisley, Abbey Parish Dovecote Hall S.		
Paisley, Abbey Parish Dickson - - -	50 0 0	1849
†Paisley, Abbey Parish (Quarrelton).		
†Paisley, Balaclava S.		
Paisley (Carbrook St.) Sess.	*700 0 0	1836
†Paisley (Causeyside St.) Sess.		
†Paisley, Free High Church Congregational - - - F.C. *a*		
Paisley (George Street) Sess.	240 0 0	1861
RENFREWSHIRE—*cont.*		
†Paisley, Hunter Street, Female Industrial.		
†Paisley (Neilson) Educational Institution.		
Paisley, Newtown, Infants - - - G.A.	150 0 0	1841
Paisley, Miss Stowe's Moral and Industrial Training - -	359 0 0	1854
†Paisley, Ragged Undl.		
†Paisley, Ragged, and Industrial Reformatory.		
†Paisley, St. George's Mission - - F.C.		
†Paisley, St. Mirren's - R.C.		
Paisley (Stevenson St.) F.C.	216 0 0	1848
Pollokshaws - Ch. of S.	150 15 0	1864
Pollokshaws, Industrial Undl.	583 0 0	1857
" " - "	128 0 0	1861
†Pollokshaws, Burgh Undl.		
†Pollokshaws, St. Conwal's - - -R.C.		
†Port Glasgow, Female Industrial - - G.A.		
†Port Glasgow, Beaton's		
†Port Glasgow, Burgh		
Port Glasgow New Parochial	400 0 0	1841
" " - "	150 0 0	1845
†Port Glasgow - " - Epis.		
†Port Glasgow, St. John's R.C.		
†Port Glasgow, Juvenile F.C.		
†Renfrew, Grammar and Blythswood Testimonial.		
†Renfrew, Old Burgh, Boys (High Street) Undl. *a*		
†Renfrew, Old Burgh, Female (Fulbar Street) Undl.		
‡Seedhills - - Sess.		
†Thornliebank.		
†Thornliebank, Female.		
†Thornliebank, Infant.		
†Titwood Colliery - Undl.		
Undercraig - Estab. Ch.	180 0 0	1862
†Uplamoor, Public.		
ROSS AND CROMARTY SHIRES.		
Achadesdale - - F.C.	90 0 0	1850
†Achnagait - - G.A.		
†Alness - - - F.C.		
†Alness - - - Par.		
†Ardross - - F.C.		
†Arpafeelie - Epis.		
†Aultbea - - G.A.		
†Bridgend of Alness - F.C.		
‡Bualnaluip - - F.C.		
†Conon - - - F.C.		
†Contin - - - Par.		
Cromarty - - F.C.	95 10 0	1852
†Cromarty - - Par.		
†Culish - - - F.C.		
†Cullicudden - - F.C.		
‡Dibaig - - - F.C.		
†Dingwall - - F.C.		

a School discontinued

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
ROSS AND CROMARTY SHIRES —*cont.*	£ s. d.	
†Dornie, Female S.		
‡Drum-an-Darach.		
†Edderton - - F.C.		
†Fearn (Hill of) - - F.C.		
†Gairloch - - Par.		
†Highfield - Epis.		
†Inverasdale - - F.C.		
Invergordon - - F.C.	133 0 0	1847
†Jemimaville - - F.C.		
†Killearnan - - F.C.		
†Kilmuir Easter - - Par.		
†Kincardine - - Par. *a*		
†Kincardine, Congregational - - F.C.		
†Knockbain - - Par.		
‡Laid, Parliamentary.		
†Lochcarron - - Par.		
‡Logie Easter - - Par.		
Maryburgh - - F.C.	295 0 0	1860
†Mossfield, Gaelic Association.		
†Muirton - - G.A. *b*		
‡Openham - - F.C.		
†Plockton - - F.C.		
Pool Ewe, Agricultural -	90 0 0	1850
Rosemarkie - - F.C.	100 0 0	1854
†Roskeen - - - Par.		
†Saltburn - - F.C.		
†Stornoway, Female, Educational and Industrial - Undl.		
†Stornoway - - G.A.		
Stornoway - - F.C.	159 0 0	1852
†Stratheonan, Lady Balfour's		
†Tain, Congregational - F.C.		
†Tarbat - - - F.C.		
Ullapool - - F.C.	87 0 0	1851
" - - "	100 0 0	1869
ROXBURGHSHIRE.		
†Ashkirk - - - Par.		
†Ashkirk, Female.		
†Bowden - - Par.		
†Cavers - - - Par.		
†Caverton Mill (Eckford side)		
†Darnick Subscription.		
Fairnington - - G.A.	60 0 0	1848
†Galashiels - - R.C.		
Gattonside, Village - -	123 0 0	1857
†Hawick, St. Cuthbert's Epis.		
†Hawick Elementary Parish.		
Hawick and Wilton, Boys and Girls Industrial - -	685 14 4	1859
†Helton Side - - Par.		
Jedburgh - - Sess.	374 17 6	1862
Jedburgh, St. John's - Epis.	269 9 6	1858
" " - "	10 0 0	1859
†Jedburgh, Infant - G.A.		
†Jedburgh - - Sess.		
†Jedburgh, United Burgh - - Par.		
†Kelso - - - Par.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
ROXBURGHSHIRE—*cont.*	£ s. d.	
†Lilliesleaf Female		
†Longnewton (Ancrum), Endowed S.		
†Melrose, Congregational - - F.C.		
†Melrose - - Par.		
†Newmills.		
†Roxburgh - - Par.		
†Smailholm - - F.C.		
†Wilton (Hope Park) Epis.		
Yetholme, Kirk - G.A.	80 0 0	1843
" " - "	37 0 0	1856
†Yetholm - - Par.		
Yetholme (Town) Girls' -	66 0 0	1847
" " - "	27 0 0	1856
SELKIRKSHIRE.		
Gala, Subscription - Undl.	200 0 0	1848
†Galashiels (High St.) - Par.		
Galashiels, St. Peter's Epis.	450 0 0	1860
†Selkirk, Burgh.		
†Yarrow - - - Par.		
STIRLINGSHIRE.		
†Airth - - - Par.		
†Alva, Girls - Undl.		
Alva, Infant - - G.A.	116 10 0	1841
Alva, Subscription Undl.	140 0 0	1843
" " - "	57 0 0	1858
†Auchenbowie and Plean.		
†Bainsford, Self-supporting - Undl.		
†Balfron, Female Indus.		
†Bannockburn, Subscription - Undl.		
†Bannockburn - - F.C.		
Banton, Subscription -	40 0 0	1841
†Bonnybridge, Subscription.		
†Bothkenna - - Par.		
†Bridge of Allan - F.C.		
Brighton in Polmont - F.C.	143 0 0	1849
" - "	82 10 0	1858
‡Bucklyvie, Subscription		
Carronshore - - G.A.	*190 0 0	1839
Dalmary - - Sess.	110 0 0	1858
†Denny - - - Par.		
†Drymen, Industrial.		
†Dunnipace - - F.C.		
Falkirk - - F.C.	297 16 8	1854
†Falkirk - - - Par.		
†Falkirk, Ragged and Industrial.		
†Falkirk, St. Francis - R.C.		
†Fintry - - Par.		
†Fintry, Female - Par.		
†Fintry, Stewart's Endowed.		
†Gargunnock - - Par.		
†Grangemouth, Subs. Undl.		
Haggs - - G.A.	*80 0 0	1837
" - - - "	33 0 0	1840
†Hurlet and Campsie Alum Company's - Undl.		
†Killearn - - F.C.		
†Kilsyth, Female - G.A.		

a Inspection withdrawn

b School discontinued.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
STIRLINGSHIRE—*cont.*	£ s. d.	
Kippen - - F.C.	106 13 7	1859
†Kirklane and Gargunnock - - - F.C.		
Larbert - - F.C.	130 0 0	1850
†Larbert - - - Par.		
Larbert Village Estab. Ch.	207 0 0	1858
Lennoxtown, New Subscription Estab. Ch.	*280 0 0	1839
Lennoxtown Oswald Estab. Ch.	288 0 0	1859
†Lennoxtown, St. Paul's R.C.		
†Milngavie, Subscription.*a*		
†Milngavie. Infant, Subscription.		
†Milngavie, Public.		
†Ninian's, St. - - Par.		
†Plean, East, Subscription.		
†Polmont, Female.		
†Polmont - - Par.		
†Polmont - - F.C.		
†Redding - - G.A.		
†Redding, Village.		
‡Slamannan - - Par.		
Slamannan - - F.C.	180 0 0	1854
†Stirling (Murray Place), Infants - Undl.		
†Stirling - - Epis.		
†Stirling, Allan's - Undl.		
†Stirling Reformatory.		
†Stirling, St. Mary's- R.C.		
†Strathblane - Parish.		
†Strathblane School of Industry.		
†Tillicoultry - - F.C.*a*		
†Tillicoultry - Par.		
SUTHERLANDSHIRE.		
†Armadale - - G.A.		
‡Altass-Rosehall - F.C.		
†Backies - - G.A.		
†Brora - - - G.A.		
†Clyne - - - F.C.		
†Clyne - - - Par.		
†Creich - - - Par.		
†Creich, Congregational F.C.		
†Dalnambreac - - G.A.		
‡Doll School.		
†Dornoch, Christian Society's.		
†Dornoch - - F.C.		
†Dornoch - - Par.		
†Durness (late Durine) Par.		
†Durness, Congregational - - - F.C.		
†Eddrachillies - - Par.		
†Embo - - - F.C.		
†Golspie - - - F.C.		
†Golspie - - - Par.		
†Helmsdale - - F.C.		
‡Inshegra - - F.C.		
†Inversbin - - G.A.		
†Kildonan - - Par.		
†Kinloch Bervie - Par.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
SUTHERLANDSHIRE—*cont.*	£ s. d.	
†Kirkiboll - - F.C.		
†Knockarthur - - G.A.		
†Lairg Gruids - - G.A.		
†Lochinver - - G.A.		
†Loth - - - Par.		
†Melvich - - G.A.		
†Port Gower - - G.A.		
†Proncy-Croy - - G.A.		
†Rogart - - - Par.		
†Rogart (Culdrean) - F.C.		
†Rogart (Torbreck) - F.C.		
†Skerray - - G.A.		
†Skerray - - F.C.		
†Skibo - - - G.A.		
‡Stoer - - F.C.		
†Strathalladale - - G.A.		
‡Strath of Tongue - F.C.		
†Talmine - G.A.		
WIGTONSHIRE.		
‡Ardwell, Female - Par.		
†Ardwell, Lady McTaggart's.		
†Cairn Ryan - - F.C.*a*		
†Cairn Ryan - - G.A.		
†Challock (Newton Stewart).		
†Drochduil, Subscription.		
†Dunskey (Mrs. Hunter Blair's - - - - *b*		
Enoch (Portpatrick) - G.A.	60 0 0	1843
†Garlieston, Pier Cottage, Countess of Galloway's.		
†Glasserton - - Par.		
†Glenluce - - Par.		
†Glenluce - - F.C.		
Glen of Luce Estab. Ch.	238 10 0	1859
Grange and Killiemore District - Undl.	200 0 0	1863
†Inch - - - F.C.		
†Kirkinner - Parish.		
†Kirkmaiden - - F.C.		
Larbrax - - G.A.	90 0 0	1846
†Leswalt - - - F.C.		
Leswalt, Sheucan Estab. Ch.	265 8 9	1862
Lochans - - - -	182 0 0	1863
†Malzie Side Subscription.		
†Newton Stewart, Infant Epis.		
†Portpatrick - - F.C.		
†Port William, Sir William Maxwell's.		
†Sorbie - - - F.C.		
†Sorbie - - - Par.		
†Stoneykirk - - F.C.		
Stoneykirk, Meoul Unsectarian - - -	220 0 0	1863
†Stoneykirk, Sandhead Sess.		
Stranraer - - F.C.	138 15 0	1852
Stranraer, Academy - -	465 0 0	1845
†Stranraer Industrial Undl.		
‡Stranraer - - Par.		

a Inspection withdrawn.

b School has ceased to exist.

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